

The School Executive



MONTCLAIR STATE
TEACHERS COLLEGE

*The teachers' role
in Educational TV*

page 23

AUGUST 1953



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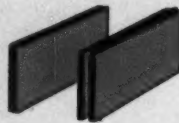
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The School Executive

AUGUST 1953

CONTENTS

EDITORIALS	Preview for September	5
	The Educational Program	Walter D. Cocking 7
	Keynotes—Comments on the Educational Scene	9
GREEN SHEET	Should Schools Use Television?	Lawrence W. Conrad 23
	Teachers' Salaries and the Cost of Living	Harold F. Clark 26
SCHOOLS IN ACTION	Reporting Pupil Progress	Ruth Strang 47
	Would You Pay \$50 for a Good Teacher?	Anne Watson and Betty P. Rice 51
	Teachers Want Supervision!	Richard E. Gross 52
	State Audits Could Weaken Local Control	James Erviti 54
	Natchez Teachers Develop a Course of Study	Leo R. Miller 56
	The Open Door Policy Is Not Enough	J. H. Hull 58
	A Course in Small Community Living	Margery W. Steer 60
	Custodian of the Year	Abel Hanson 62
SCHOOL PLANT	Cooperative Planning of School Buildings	Archibald Shaw 63
	Leave Room for Nature	William G. Vinal 64
	Wagener 12-Year School—Part Five in a study of five award-winning designs..	66
PLANNING SECTION	Audio-Visual Aids in Action	75
	The Book of Knowledge Outside the Classroom	Joseph Leese 76
	The World Around Us Awaiting the Channel	Richmond S. Postgate 78
	A Community Tunes in on Schools at Work	Margaret L. Healey 80
	A School Moves Forward with the Playback	Philip Lesly 82
	Movies Can Be Better Than Ever	84
EDUCATIONAL NEWS	Spotlight—News of the Educational Field	86
	The Washington Scene	100
SCHOOL LUNCH	Equipping the School Lunch Kitchen	May Poulsen 103
DEPARTMENTS	Letters to the Editor	13
	Pamphlets of Interest	16
	Conference Calendar	88
	Professional Library	98
	School Equipment News	107
	Manufacturers' Catalogs	122
	Audio-Visual Aids	124
	The School Executive Index to Volume 72	opposite page 138
COVER	Students at Montclair, N. J., State Teachers College familiarize themselves with TV studio equipment (photo by Ostergaard).	

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Lafayette Elementary School, Waterloo, N. Y. Completed 1951 at a cost of \$550,000. Architect and Engineer: Carl C. Ade. Heating Contractor: A. Burgart, Inc.

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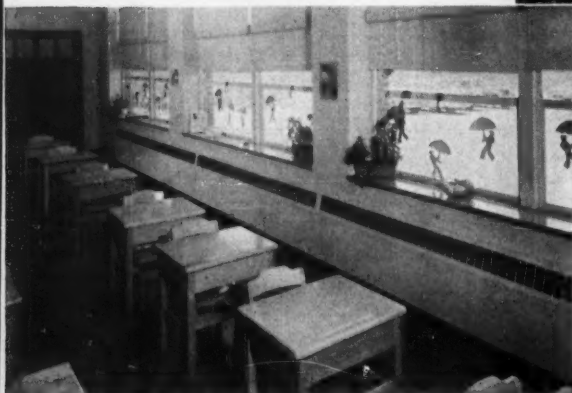
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Griffith Institute, Springville;
Bryant School, Hornell;
Lafayette School, Waterloo;
Skoi-Yase School and Bus Garage, Waterloo;
Webster Central School, Webster;
West Webster Elementary School, West Webster



Above: Kindergarten of the Lafayette School. Here concealed Webster System Radiators deliver heat through top outlet grilles shown in window sills. Air enters below toy shelving.



Left: Webster Walvector under windows in Lafayette School classroom. Air enters below Walvector enclosure, is gently warmed by heating element and passes out through the attractive grilles. Wall-to-wall warmth, no cold spots.

The School Executive

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Preview for September

AS THE new school year opens, your editors plan to present a rich September issue whose major emphasis is realism. We hope you will find it both interesting and useful. President Derthick of the American Association of School Administrators reports by letter to the Association. Maurice Seay of the University of Chicago uses the Green Sheet to present the implications of group dynamics for school administration.

The Planning Section deals with instructional materials. In it you may read how Atlanta educators, laymen and students have cooperated in a program of education for democracy using the community as a laboratory for the study of such topics as traffic, water supply and government.



The education of children with cerebral palsy, a need for extensive agricultural education, and special provisions for a large Spanish-speaking population are three local problems successfully attacked by a California school system. The story appears in Schools in Action. The articles here are varied and practical; they include many case studies.



I am sure you will find the whole issue made to order. Here's wishing you a good and successful year.

Sincerely,
Walter D. Cocking, Editor

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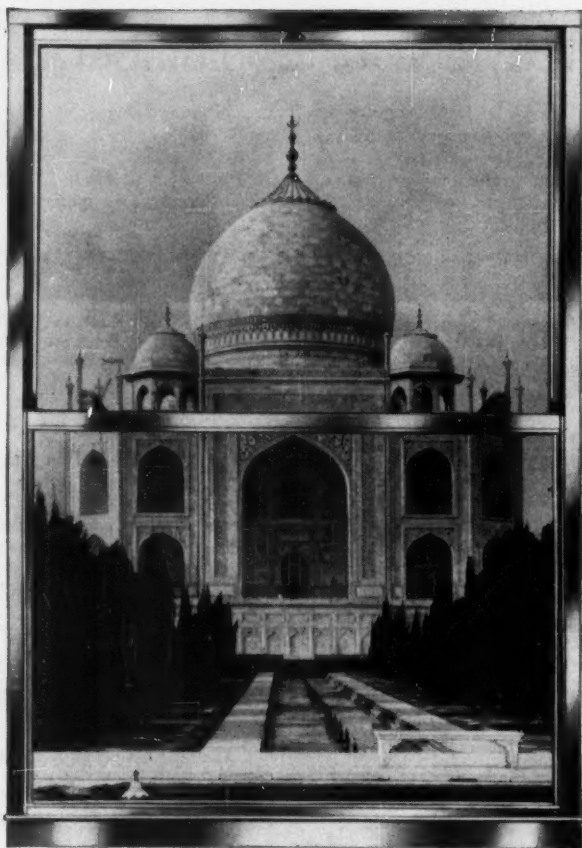
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What?

Adlake windows in the Taj Mahal?

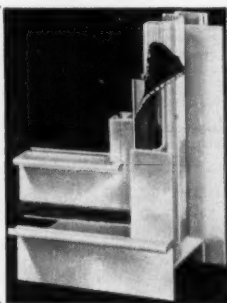
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By Walter D. Cocking

The Educational Program

SCHOOL ADMINISTRATORS engage in a great many activities in the pursuit of their job. Some are more essential than others, and some are performed primarily because of the enjoyment they provide the administrator.

As I see it, one of the most important tasks a school administrator has is the continuing improvement of the educational program. And yet many administrators find little time to devote to this function. Why? Many say the pressure of other activities prevents attention to the program. Others insist that it is difficult, if not impossible, to delegate responsibility for other tasks. Still others maintain that their associates are better prepared for work on the educational program than for other tasks, and hence the administrator has to do what others cannot. So the explanations run.

The fact is that many school administrators do not give the attention to the educational program which it deserves and requires. Another thing I note is that within the vast gamut of school administration activities, the administrator chooses for his personal attention those he likes to perform and those for which he feels himself competent and hence secure. Undoubtedly this situation is related directly to his college preparation in school administration. It is at one and the same time a compliment to the graduate school and also a danger signal. If the assumption is correct that we do those things for which we feel competent, they probably also indicate quite generally the things taught by the graduate school. The danger signal comes into play in inquiring whether the right things are being taught as judged by what administrators spend the majority of their time doing.

In other words, is one reason why so many administrators spend so much of their time at budget-making due to the preparation for budget-making which they received in graduate school? Likewise, is the small amount of time spent on the educational program indicative of the emphasis given it in graduate school?

PRACTICALLY all other matters which concern the administrator stem back to the educational program. Budgets, personnel, the school plant — all are directly related to the character and scope of the educational program. Here then seems to be the foundation of the whole field of administration. It needs, therefore, the active participation of the administrator. He needs the

greatest possible degree of competency in dealing with it. It requires time and lots of it. It cannot be shoved aside and given secondary importance.

It is also true, of course, that in these critical times the educational program is of unusual concern. There is constant need to review the past and present program to discover its effectiveness in meeting today's conditions. Citizens are constantly demanding more and more of their schools. Broadened and enriched programs must be provided. Teachers competent to conduct new and changing programs must be recruited. In many communities the purposes of the school are changing, which of course requires changing programs and procedures. Citizens, increasingly interested in their school programs, are seeking evidence that the educational program is achieving the purposes and demands made upon it. Pressure groups actuated by private motives are seeking to shape educational programs toward their selfish ends.

These things mean that the administrator cannot delegate the educational program to others, cannot devote just a fraction of his time and attention to it, cannot be so immersed in other matters that he relegates the educational program to a secondary role. He must recognize it for what it is: the most important concern of the total school job. All other matters are *secondary to it*.

THE EDUCATIONAL PROGRAM demands the highest quality of statesmanship the administrator possesses. Not only must he give it the best he has personally, he also must rally the enthusiastic efforts of his associates for continuous study, evaluation, and experimentation.

The educational program is never finished, it is always in process. What is good today may in the light of tomorrow's situation be poor indeed. If it can be said that the educational program of a given community is satisfactory, it has to be better tomorrow to remain satisfactory. In the final analysis, the character and quality of the educational program determine the school system.

It is my plea that school administrators devote more of their energies, more of their ability, more of themselves to the development of the educational program. I am sure the program is the real essential of the school. It requires the best any administrator has.

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KEYNOTES

comments on the educational scene

Era for Teamwork

"THE MOST FRUITFUL APPROACH to the solution of educational problems is the team approach involving educators, citizens, and experts in cooperative study, discussion, decision and action."

This is the basis for the work of the Field Service Center of the School of Education, University of California, as described in a recent leaflet.

Such a point of view is sound as an approach to any educational problem. We need more practice along these lines. The day of the "all-knowing" expert, whether he be from inside or outside the school system, is over. The cooperative approach is the only justifiable one to meet today's needs.

Working with Destiny

IN THE PUBLIC SCHOOL SYSTEM we seek areas of agreement and common understanding. Here it is that we look for evidence of unity and cohesion, rather than dissension, class distinctions, economic conflict, racial differences. It is here that these are reconciled and we are helped to see that as Americans we stand together because we have this great intermingling of the cultures and peoples which provides a strength and richness in the American heritage too precious to be abused.

Let us help our people to see that we have resisted the inroads of the virus of communism better than almost any nation in the world because democracy has stood for genuine respect of the human personality — which houses the soul — and appreciation of our individual differences, while totalitarianism in its various forms has used education to enslave the mind and destroy individualism.

Truly, the work we are in is destiny-laden and we who are most responsible will, in some measure, determine our destiny as a free people according to the understanding and judgment we exercise in serving our several communities.

When tempted by virtue of the cross currents of conflicting opinion to give up and let go, may we remember that "courage is hanging on ten minutes after you thought you had to let go."

VIRGIL M. ROGERS, *Superintendent of Schools, Battle Creek, Michigan*

Promotions for Past Presidents

APPARENTLY UNIVERSITY TRUSTEES confirm the good judgment of the membership of the

American Association of School Administrators in the selection of their presidents. Harvard and Syracuse have now joined the supporting group. Without doubt the members of AASA would gladly reciprocate by confirming the action of the trustees in making such excellent selections.

Dr. Herold Hunt goes to Harvard to occupy a professional chair. Dr. Virgil Rogers goes to Syracuse University where he will serve as Dean of the School of Education, while Dr. Harry Ganders, his inspirational and hardworking predecessor, moves into an important professional chair.

So, past Presidents Hunt and Rogers become full-fledged professors. Out of their vast experiences they will bring much to enlighten, direct and perfect oncoming generations of AASA members. THE SCHOOL EXECUTIVE congratulates them warmly and assures their universities that their selections are most praiseworthy and assuredly of great future promise to the profession of teaching.

Fantastic Footage Figures from Fuzzy Thinking

THERE IS SO MUCH LOOSE TALK and fuzzy thinking these days about square foot costs that responsible architects and educators are getting worried — and with good reason. An ever-increasing number of officials in charge of building schools are forgetting their responsibilities in the misguided competition for fantastically low cost figures.

Their motive is economy, more often a battle cry than an accomplished fact. And in the name of economy the educational program, the children, and the taxpayers are far too often short-changed. Here are two typical examples.

The other day a conservative Texas newspaper cited a well-known superintendent as saying that through the use of a new structural system his school board was able to save from four to five dollars a square foot. The truth of the matter is that conventional structural systems actually cost less than the savings claimed!

Only a few weeks ago an architect and a superintendent were overheard congratulating each other on the wonderfully low-cost building they had produced. Apparently their mutual admiration was so strong that neither of them noticed that 25 percent of that building's space is unusable for educational purposes.

On the other hand, some time ago a level-headed citizen's group launched an investigation of why one community was building schools more cheaply than was another community. The investigation provided

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1st Lockerobes assure orderliness and neatness. One person, the teacher, opens and closes, as well as locks, all the doors simultaneously with a single master control—a Medart exclusive not available in other wardrobe units.

2nd Lockerobes greatly reduce the cubic content requirements of new classrooms thus contributing substantial savings in building costs. Only a 16" deep unfinished recess is required for installation. Large areas of plaster, tile or glazed brick are eliminated. Overhead framing and extra flooring, required for cloakrooms, are unnecessary.

In old classrooms, where the need for additional desk space is critical, cloakrooms can be eliminated and Lockerobes installed to gain the extra area required.

3rd Lockerobes are fireproof, vermin-proof, sanitary. There is ample provision for unrestricted ventilation. Maintenance is virtually nil. Exceptionally rugged steel-framed fabrication and reinforced steel doors plus a multiple baked enamel finish keep Lockerobes new-looking for years.

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ABOVE—Modern recessed Lockerobes are trim and neat in appearance.

BELOW—Quiet, simple one-person opening, closing and locking keeps order in the classroom, teaches neatness and discipline.

many reasons, but one was immediately obvious. One school had a fine heating system; the other school had only vented stoves. This alone explained a cost difference of more than a dollar a square foot.

These illustrations suggest a lesson for all of us: Square foot cost has no comparative value unless the figure is used always in conjunction with such factors as the quality of the fabric of the building, the time and place of the letting, the type of the structure, the amount of equipment included, the efficiency of the layout, the environmental controls, the conditions of the site, and the method of computing areas.

Unless we actually want to hinder the progress of educational architecture, we should either cease talking about square foot costs or find some basis on which we can talk sense.

W. W. CAUDILL, *Architect; Caudill, Rowlett, Scott and Associates; Bryan, Texas*

Frederic Ernst—A Metropolitan Scholar

NEWS DISPATCHES frequently mention New York teachers, but too often only those who seek to undermine or destroy. The distinctly professional metropolitan educators, consecrated to a great service of citizenship building and educational leadership, tend less to create situations considered newsworthy by the press.

The life work of Dr. Frederic Ernst is a notable illustration of this point. Dr. Ernst, a few months before his last illness in May, became deputy superintendent of schools of our largest city. He had served the city schools for fifty years through the ranks from elementary classroom teacher to associate superintendent of schools in charge of the academic high schools.

In this latter capacity, Fred Ernst exercised more direct influence than any other educator in our country upon the curriculum, the methods of teaching, and the professional attitudes of teaching personnel in the sixty high schools under his supervision. Dr. Ernst had vision. He organized such special schools as the High School of Music and Art and the Bronx High School of Science. Seeking to serve all children, he created the general diploma so that students might by-pass the State's Regents Examinations, which serve some well and others less so.

Dr. Ernst was a scholar, interested in research, fond of the possibilities for enjoyment in the fine arts, and anxious to use all the emerging media of learning. He encouraged concert and drama activities by and for the students. He early recognized and sought to capitalize on the educational possibilities of radio and television. In fact, there was no worthwhile educational interest in which his influence was not exercised.

Dr. Ernst's leadership will be long a decided influence in the progress of secondary education.

The Administrative Kaleidoscope

THE MEN AND WOMEN who serve as superintendents of schools in American cities find the work pleasurable, even thrilling. To be sure it is exacting. The task requires vision and vigor, courage and calmness, insight and intelligence as well as sincerity and

sacrifice. The school superintendency takes its place on the highest levels of responsibilities and potentialities in the work of our nation.

In the spring of each year, for better or for worse, a great many changes occur in the ranks of the superintendence. Death takes too great a toll, for the work exacts the utmost in strength and energy. Illness takes more than its share. Politics rears its ugly head and creates insecurity or resignation. Thus, many depart from service, some long before school systems have profited fully from their potentialities.

A very satisfying element, however, has crept into the picture. Boards of education have appeared more reluctant about allowing their superintendents to be tapped for other school systems. "Tear up your old contract and we will give you a new one with longer term and a better salary scale," has been the board's instruction in several communities. This is pleasing news. If a program is defensible and an execution is competent, a school system can build best without change in leadership. In the long run, financial gains also result.

As older men retire, younger men will always be found to take on the heavy burdens of the superintendency. Today they are better-trained, have more complete understanding of education's needs, and may find themselves better able to cope with the many problems of the superintendency.

The nation must, however, take better care of its superintendents of schools. Security of position as well as proper remuneration must be assured. Ample staff must be provided, trained in the specific areas of their services. No superintendent should be required to do the work of several individuals, nor two years' work in twelve months. Nor should he be expected to administer all day long and then spend his evenings in speech-making or attending too frequent board of education meetings.

America needs to learn how best to use the services of her superintendents of schools. The kaleidoscope has been moving too fast. It has brought too many changes which have not always been for the better.

Southern States Work Cooperatively

THE SOUTHERN STATES work conference recently concluded its fourteenth consecutive session. This conference, involving representatives from twelve southern states, has a bright record of accomplishment.

The idea of the conference was proposed by Edgar L. Morphet, who was its guiding genius for eleven years. It is sponsored jointly by the state departments of education and the state education associations. During the years the conference has tackled many basic educational problems, and the reports carrying the findings of these studies are among the most useful publications of our twentieth century history.

More than anything else, however, the Southern States Work Conference has demonstrated the value of a cooperative attack in finding solutions to common problems. To the thousands who have participated in these conferences, THE SCHOOL EXECUTIVE pays its tribute for a job well done.

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many reasons, but one was immediately obvious. One school had a fine heating system; the other school had only vented stoves. This alone explained a cost difference of more than a dollar a square foot.

These illustrations suggest a lesson for all of us: Square foot cost has no comparative value unless the figure is used always in conjunction with such factors as the quality of the fabric of the building, the time and place of the letting, the type of the structure, the amount of equipment included, the efficiency of the layout, the environmental controls, the conditions of the site, and the method of computing areas.

Unless we actually want to hinder the progress of educational architecture, we should either cease talking about square foot costs or find some basis on which we can talk sense.

W. W. CAUDILL, *Architect; Caudill, Rowlett, Scott and Associates; Bryan, Texas*

Frederic Ernst—A Metropolitan Scholar

NEWS DISPATCHES frequently mention New York teachers, but too often only those who seek to undermine or destroy. The distinctly professional metropolitan educators, consecrated to a great service of citizenship building and educational leadership, tend less to create situations considered newsworthy by the press.

The life work of Dr. Frederic Ernst is a notable illustration of this point. Dr. Ernst, a few months before his last illness in May, became deputy superintendent of schools of our largest city. He had served the city schools for fifty years through the ranks from elementary classroom teacher to associate superintendent of schools in charge of the academic high schools.

In this latter capacity, Fred Ernst exercised more direct influence than any other educator in our country upon the curriculum, the methods of teaching, and the professional attitudes of teaching personnel in the sixty high schools under his supervision. Dr. Ernst had vision. He organized such special schools as the High School of Music and Art and the Bronx High School of Science. Seeking to serve all children, he created the general diploma so that students might by-pass the State's Regents Examinations, which serve some well and others less so.

Dr. Ernst was a scholar, interested in research, fond of the possibilities for enjoyment in the fine arts, and anxious to use all the emerging media of learning. He encouraged concert and drama activities by and for the students. He early recognized and sought to capitalize on the educational possibilities of radio and television. In fact, there was no worthwhile educational interest in which his influence was not exercised.

Dr. Ernst's leadership will be long a decided influence in the progress of secondary education.

The Administrative Kaleidoscope

THE MEN AND WOMEN who serve as superintendents of schools in American cities find the work pleasurable, even thrilling. To be sure it is exacting. The task requires vision and vigor, courage and calmness, insight and intelligence as well as sincerity and

sacrifice. The school superintendency takes its place on the highest levels of responsibilities and potentialities in the work of our nation.

In the spring of each year, for better or for worse, a great many changes occur in the ranks of the superintendence. Death takes too great a toll, for the work exacts the utmost in strength and energy. Illness takes more than its share. Politics rears its ugly head and creates insecurity or resignation. Thus, many depart from service, some long before school systems have profited fully from their potentialities.

A very satisfying element, however, has crept into the picture. Boards of education have appeared more reluctant about allowing their superintendents to be tapped for other school systems. "Tear up your old contract and we will give you a new one with longer term and a better salary scale," has been the board's instruction in several communities. This is pleasing news. If a program is defensible and an execution is competent, a school system can build best without change in leadership. In the long run, financial gains also result.

As older men retire, younger men will always be found to take on the heavy burdens of the superintendency. Today they are better-trained, have more complete understanding of education's needs, and may find themselves better able to cope with the many problems of the superintendency.

The nation must, however, take better care of its superintendents of schools. Security of position as well as proper remuneration must be assured. Ample staff must be provided, trained in the specific areas of their services. No superintendent should be required to do the work of several individuals, nor two years' work in twelve months. Nor should he be expected to administer all day long and then spend his evenings in speech-making or attending too frequent board of education meetings.

America needs to learn how best to use the services of her superintendents of schools. The kaleidoscope has been moving too fast. It has brought too many changes which have not always been for the better.

Southern States Work Cooperatively

THE SOUTHERN STATES work conference recently concluded its fourteenth consecutive session. This conference, involving representatives from twelve southern states, has a bright record of accomplishment.

The idea of the conference was proposed by Edgar L. Morphet, who was its guiding genius for eleven years. It is sponsored jointly by the state departments of education and the state education associations. During the years the conference has tackled many basic educational problems, and the reports carrying the findings of these studies are among the most useful publications of our twentieth century history.

More than anything else, however, the Southern States Work Conference has demonstrated the value of a cooperative attack in finding solutions to common problems. To the thousands who have participated in these conferences, THE SCHOOL EXECUTIVE pays its tribute for a job well done.

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LETTERS

to the editor

Principal Cites Catholic Views on Federal Aid to Education

TO THE EDITOR: I have read your article "Federal Aid Is a Religious Issue" in THE SCHOOL EXECUTIVE for June, 1953. I give the author much credit for offering a clear, dispassionate discussion of a controversial subject. Certainly it is a subject of interest to school executives. But I do feel that if the magazine wants to discuss a controversial topic, it should also present the side of the private school

Here are my reasons:

1. You [the author, Francis G. Cornell] seem to have your mind made up before giving any reasons: " . . . I will take the position which rejects the Catholic point of view." First of all, this is not a Catholic point of view only; the Lutherans have an extensive grade and secondary school system, and I think they would agree with our opinion. You give the impression that only Catholics oppose your point of view.

2. I am not an expert on Constitutional Law but I know that many people differ with the interpretation you quote — the First Amendment treats the "establishment of religion." Many interpreters hold that this refers only to the establishment of a State religion such as they have in England.

3. You state: "The position that 'parents have the primary right in the education of their children' is a plank in this platform [the position of the Catholic Church] which cannot be reconciled [with the theory and legal fact that, in the American Federal system, state governments have responsibility for providing 'common schools'.]" It is my understanding that the only reason for the decision in the Oregon case was this fact of this right of parents.

4. You state (to our holding that we are deprived of a right when denied auxiliary services): "This is like reasoning that since it is legal [for persons] to give sums [to philanthropic organizations that] they 'should' or 'must,'" and "It is imperative that solutions be made on the basis of American tradition [and that irrelevant special interests be pre-

vented from clouding the issues.]" I do not think there is a logical parallel in your argument for the simple reason that those (Catholics, Lutherans, etc.) who use parochial or private schools (which Catholics must do in conscience) also pay taxes. I know of nothing more traditional in America than that those who pay taxes should also benefit from them. The past and present G. I. Bills are examples of this.

I hope that some such solution to

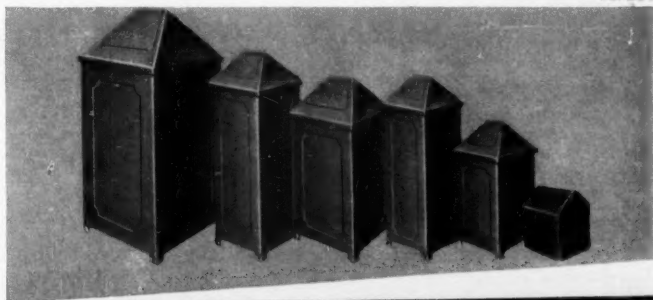
the Federal Aid problem can be worked out. Please feel that we are just as sincere in our position as you seem to be in yours.

R. H. SCHENK, S. J., Principal
St. Louis University High School
St. Louis, Missouri

Schools Must Play Unique Role in Our Society, Says Educator

TO THE EDITOR: The schools are not only assigned the task of preserving

SE-217



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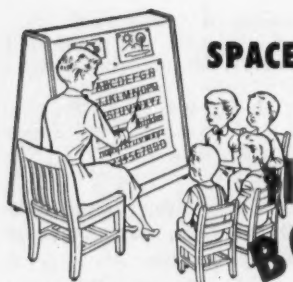
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LETTERS

and transmitting the common culture, but have a unique responsibility to improve that culture as they preserve and transmit it. Thus, the school's role in a free society is a positive one of guiding, directing, and cushioning the consequences of the revolutionary vicissitudes of time.

In this role, the school becomes the basic ingredient in stabilizing society. A philosophy of education based upon the above thesis supports the theory that man's vision can be lifted and his habits of action changed through the democratic process of group action, that communities can be improved, and that schools can play a vital part in community improvement.

Members of this school of thought believe that schools not only have a direct obligation to improve the quality of life of their children, but have an even more direct responsibility to assist the whole community in the improvement of every phase of life. We can no longer be satisfied with the idea of a community school; we must also have a school community.

One of the primary responsibilities of school administration lies within the realm of developing techniques which will enable people within the community to release their emotions and desires, and at the same time, if need be, give direction to these desires in attainable goals common to the welfare of the group.

School improvement should be a by-product of community improvement. It is safe to say that no community can be improved for long without improving its schools. The idea of building a superior school program as a separate identity, however, will not hold up under careful examination.

As the teacher must be cognizant of the whole child, past and present—the school, through the eyes of school administration, must envision the whole community with all of its complicated problems. The school with all of its resources must rally to the cause of the community on every front. It is doubtful if this social agency can long survive or justify its existence if it fails to do less.

J. D. McGEHEE

Superintendent of Schools
Lepanto, Arkansas

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Pamphlets of Interest

Pamphlets published by *National Education Association* departments may be obtained by writing to 1201 Sixteenth Street, N. W., Washington 6, D. C.

Office of Education publications may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Administration

Educational Leadership . . . The Emerging Role of State Departments of Education is a summary of ideas and information on state-level educational leadership. H. F. Alves, Director, Southwestern Cooperative Program in Educational Administration, Box 1666, University Station, Austin, Texas.

The Administrator and Group Dynamics is a handbook of working principles and practices to help the

administrator deal with human relations problems. Capital Area School Development Association, New York State College for Teachers, Albany. Price: 50 cents.

Curriculum

How We Teach Art. Board of School Directors, Seattle Public Schools, Seattle, Washington.

Moral and Spiritual Education in Home, School, Community is published as an aid for PTA groups. National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois. Price: 25 cents.

Education for the Talented in Mathematics and Science. Bulletin 1952, Number 15. U. S. Office of Education. Price: 15 cents.

The Operation of a Local Program of Trade and Industrial Education emphasizes improving instruction through supervision. U. S. Office of Education. Price: 45 cents.

Summaries of Studies in Agri-

cultural Education is an annotated bibliography. Agricultural Series, Number 63. U. S. Office of Education. Price: 30 cents.

Moving Forward with Vocational Education describes vocational education programs in Minnesota, presents some of their problems, and points to future goals. Minnesota Commission on Vocational and Higher Education, 301 State Office Building, St. Paul.

Studies and Reports

Salaries and Salary Schedules of Urban School Employees, 1952-53 is published by the Research Division of the NEA. Price: 50 cents.

Statistical Summary of Education: 1949-50 condenses data collected from 170,000 educational institutions. U. S. Office of Education. Price: 20 cents.

A Five-Year School Building and Future Sites Program. Board of School Directors, Milwaukee, Wisconsin.

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


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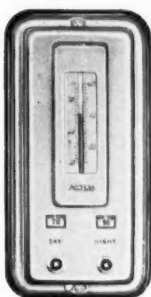


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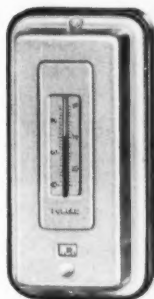


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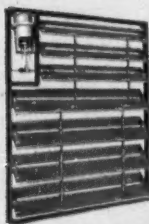
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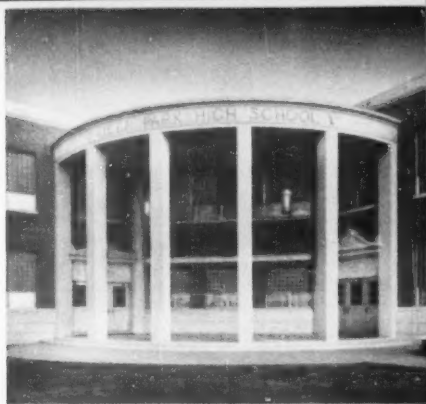
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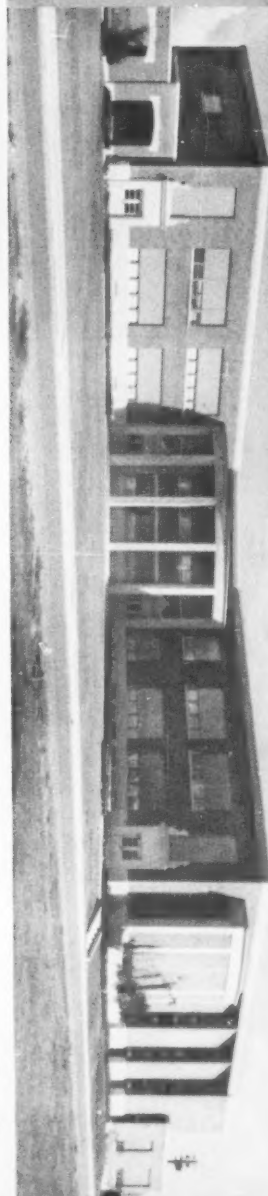
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Next Month: Group Dynamics for School Administrators

Should Schools Use Television?

LAWRENCE H. CONRAD

Chairman, Committee on Television in Education*
New Jersey State Teachers College at Montclair

A YEAR OF INTENSE discussion on educational procedures is just drawing to a close—a discussion that has involved business men and politicians as well as educators, and that has drawn in great sections of the general public. The topic is educational television.

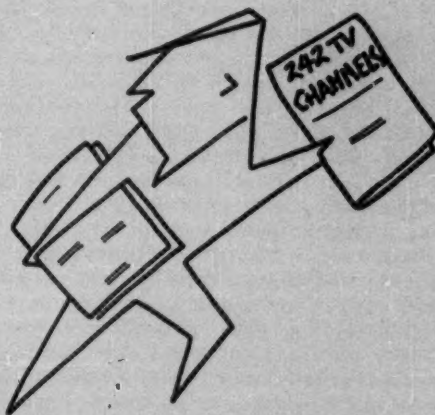
This subject has become of burning interest in the United States because television is "Big Business", and because, suddenly, the forces of education have reached out and laid a hand upon it.

Educational TV means new public responsibility

On April 14, 1952, the Federal Communications Commission ended its "freeze" of all new television channels and announced, simultaneously, that 242 broadcasting channels in the ultra-high frequency band were being reserved for non-commercial uses. This means education. And since these channels are to be operated—if at all—on a non-profit basis and without commercial sponsorship, it means that a great new public responsibility has been created which no one in the educational world can ignore.

The announcement of the reservation of these channels was dramatic and startling. Very few people in the country had given any thought to

the question of making any but an indirect use of the educational and cultural possibilities of television.

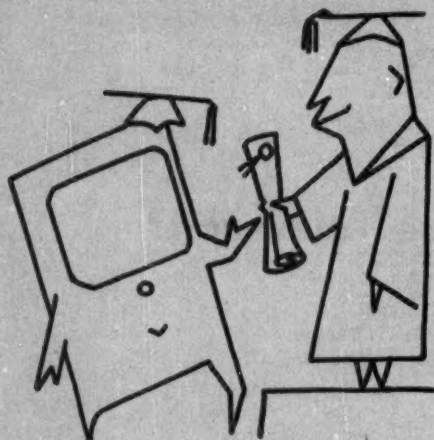


Channel reservation was startling news

The commercial broadcasters—indeed, the whole television industry—had assumed that the pattern of broadcasting was already fixed, and that commercially-sponsored educational programs would gradually develop in response to the public need.

*Dr. Conrad is the author of "Educational Television Moves Forward."

Before the FCC announced its non-commercial reservations, there was a long struggle involving some bitterness between representatives of the industry and spokesmen for the great educational organizations. The educators, it was argued, wouldn't know what to do with television if they got hold of it. But the FCC went ahead on a "let's wait and see" basis. And there we are at the present moment, something over a year later.



TV now recognized as sound educational medium

A year's discussion has deepened everyone's appreciation of the tremendous educational possibilities of the medium, regardless of whose hands may be at the controls. No one says any longer that this is a mere plaything fit only for amusement. And no one says any longer that "regular" commercial television isn't highly educational in its content and values. Far beyond films and radio—each of which has educational possibilities that have not been fully utilized—television is a complete medium for communicating the sense of being present in the midst of an experience.

Hence we learn from the television screen in the same way that we learn from life; and many educators are now seeing this medium as the most *effective* of all methods of teaching. In certain specialty uses, and on certain experimental occasions, television has proved to be able to teach lessons on a *mass scale* that can be grasped quickly, understood clearly, and retained quite perfectly.

Great prospect for general and adult education

Certainly in the fields of general education and of adult education, the television screen would seem to have a great future, both under commercial sponsors and in the hands of the colleges and

schools of the nation. The full development of these two areas of learning has awaited the perfection of an effective device for reaching into the home with full and comprehensive courses and programs of study.

TV avails classroom of superbly-taught lesson

But the mind is simply stunned with the prospect of what may come about in the schools in a very few years' time when this medium finds its best uses as an instrument for extending the benefits of the best teaching to all children. For educational television should be looked upon as a method for making available a superbly-taught lesson that is planned and produced by a group of teachers pooling their resources, assembling the display of visual properties, and collaborating on the educational strategy to be followed.

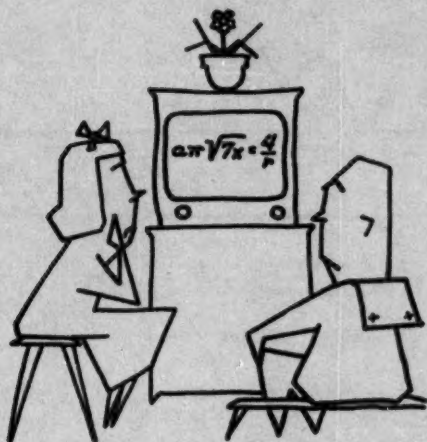
The planning will be done days or even weeks in advance; the charts, graphs, scenes, *realia*, etc. will be gathered from libraries, museums, and private collections, or purchased, or made, for the purpose of this one lesson. The presentation of the lesson will be adequately rehearsed to attain maximum effectiveness. The lesson will be taught in the studio, before the cameras. And it will be distributed to the classrooms of all the participating teachers, each one of whom has helped with the planning and has agreed that this is the lesson to be taught, and that this is the most effective way of teaching it.



Teachers will pool resources for TV lessons

No one in the schools is thinking of turning over to television the education of the young. Television is merely a method of *distributing* education. Teachers will have to plan the lessons and

take a large part in teaching them. And it will be many years before any more than a small fraction of the school day involves the use of this medium.



A new tool for distributing education

A single broadcasting station, operating full time during the school day, could not put more than eight lessons on the screen for the schools of the area. And eight lessons would not be enough to teach just, say, the mathematics classes, excluding all other subject-matter areas. And, in any event, 242 television channels will not suffice to cover all the schools of the country. So we must concern ourselves not with the thought of saturation in the schools, but rather with what this new medium is: a shining, new tool in education.

TV offers special educational services

What can this new tool do? It can convey information and knowledge better than a teacher can, for it can combine the best thinking and the best skills of many teachers, plus the assistance of experts, and the visual effectiveness of display material gathered from all parts of the world. Wherever education requires that particular service, it will call upon television.

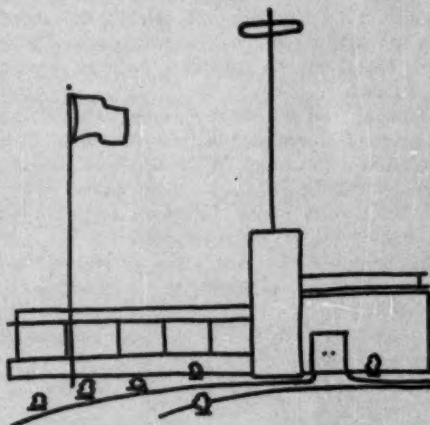
We shall have to study the curriculum to find the optimum areas for the use of the television camera and screen. There is a fraction of the work of the schools that will be done much faster and much better once the new tool is put into its full operation. Such teaching will take more time; but by putting the resulting instruction simultaneously before great numbers of pupils, the device should save more than the extra time it requires. And by increasing the effectiveness of instruction, still more time—often consumed in re-teaching—will be

saved. There should be saving enough to take care of all the extra costs.

Kinescope recordings can be used

Classes on irregular schedule, or those pursuing a unit of work at a different time in the school year, can be taught the same lesson from kinescope recording (a sound film made when the original lesson is presented). To take full advantage of educational television in the schools it will be necessary to reschedule many of the classes with reference to the television presentation.

As soon as programs designed for the schools become available in a given area the schools should acquire television receivers. The initial requirement would be one TV set for each school building which can be shared by the various classes as a specific program suits a course of study. Later, more sets can be provided as the need for them is demonstrated. Eventually, it may be, every classroom will have its own receiver which will augment and intensify the work of its teacher.

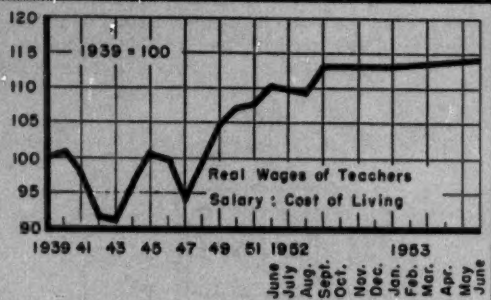
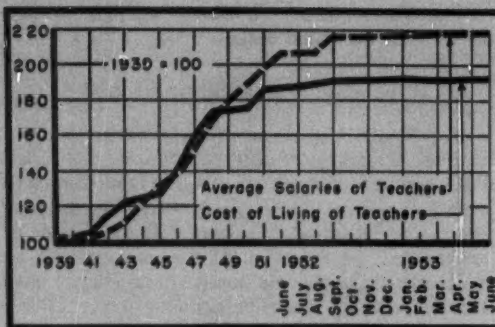


Initial requirement: one set per school

Teachers on the staff of every school will give some part of their time to planning and producing lessons for use in their own and other schools. And everyone, from the top administrator down, will be alert to the school use that may be made of educational material appearing on the television screen during both the school day and the evening and week-end hours.

And the prospects for the future?

As the schools make use of such program material, the studios will more and more design their programs with reference to the purposes the schools are trying to serve.



Teachers' Salaries and the Cost of Living

HAROLD F. CLARK, *Economic Analyst, Teachers College, Columbia University*

The index of the real wages of teachers advanced a very small amount in June to 113.9 (1939=100). In May the index was 113.7.

During the past month the cost of living of teachers rose slightly, but salaries advanced a little more. However, the real wages are advancing much too slowly to get them back in line with other incomes.

Prices of food are down. As an extreme example, the price of steers on the farm are down 40 percent from a year ago. Wholesale beef prices are down over 35 percent. In some cases, however, high labor costs make it difficult to pass on the full drop in prices to the consumer.

On the other hand, rents are up and will probably continue to rise. The cost of medical services rose during June, as did the cost of the teacher's own education. The cost of personal care, reading material, recreation and transportation has gone up. All other services rose about one quarter of one percent.

Raw material prices are falling the world over. Where materials are the major factors in cost, prices may drop further. Wages are continuing to go up, and where wages are important in costs, prices may advance further. Putting all the factors together, it looks as though the cost of living of teachers should be steady for the next few weeks.

If teachers can get a raise in dollars this year, it should be a raise in real income. In recent years any increase in dollars has been immediately cancelled by price rises. Some people fear that the recent increase in wages in the steel industry will start another spiral of higher prices and higher wages. The increase in steel averaged eight cents an hour, or about 4 percent.

Probably the thing for teachers to do is aim for a 5 percent increase in salary. The fact is, if teachers get a 5 percent increase each year for

ten years, they still will not be back in the relative position they had in regard to other wages in 1939. The wages of all factory workers are more than 300 percent of the 1939 level. The average income of all groups is more than 300 percent of 1939. The national income is approaching 400 percent of 1939. Teachers' salaries would have to be raised \$1000 to show comparable increases.

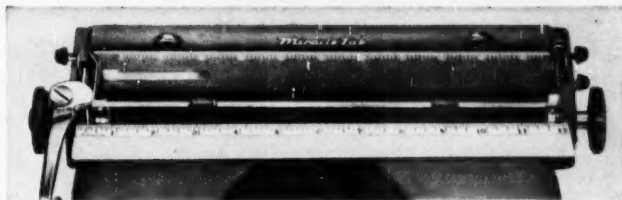
Change in Public School Teacher Retirement Funds

The rise in prices in the past thirteen years has made all teacher retirement funds inadequate. Three-fourths of the countries of the world have gone through catastrophic inflation during the past decade. Teachers pensions will buy one-tenth or one-fiftieth or even one-hundredth of what had been counted on. In the other fourth of the world, the price rise has been so great as to make inadequate all teacher pension funds.

Present teacher retirement systems are based upon the assumption that money will buy the same at retirement as during the working period. This has not been true during the past 40 years, and there are no adequate reasons to assume that the situation will be different during the next 40.

Teacher retirement funds in the past have been invested in bonds and other fixed dollar obligations. The only practical alternative is to invest a large fraction, perhaps one-half, of the pension funds in conservative equities that will tend to move in value somewhat with inflation and deflation.

The retirement fund for college teachers has recently been changed along these lines. Now, up to one-half of a college teacher's retirement fund can be put into common stocks or other equities. Public school teachers should investigate the wisdom of making the same kind of change in their retirement funds.



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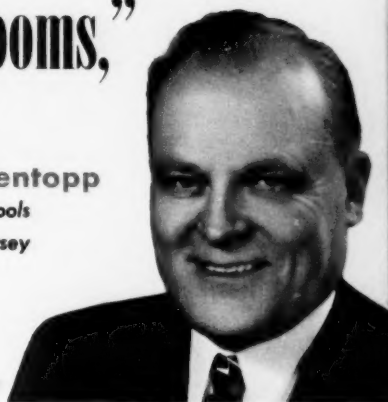
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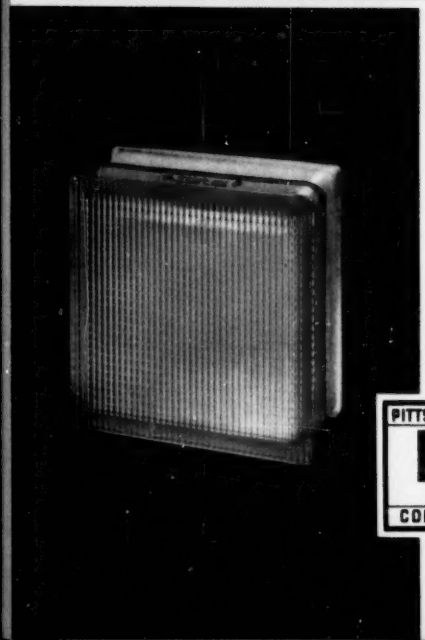
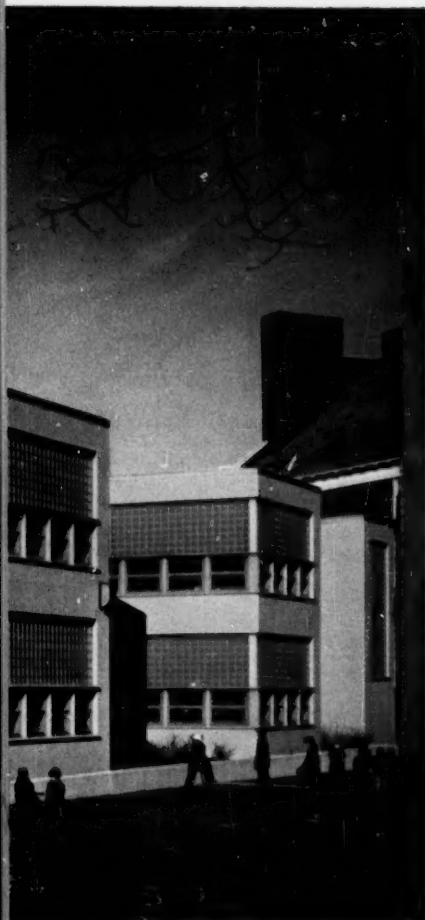
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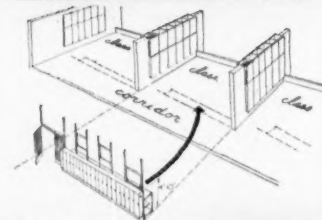
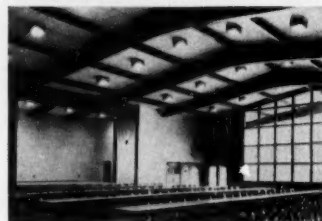
The School Executive

announces production of a New FILMSTRIP SERIES—

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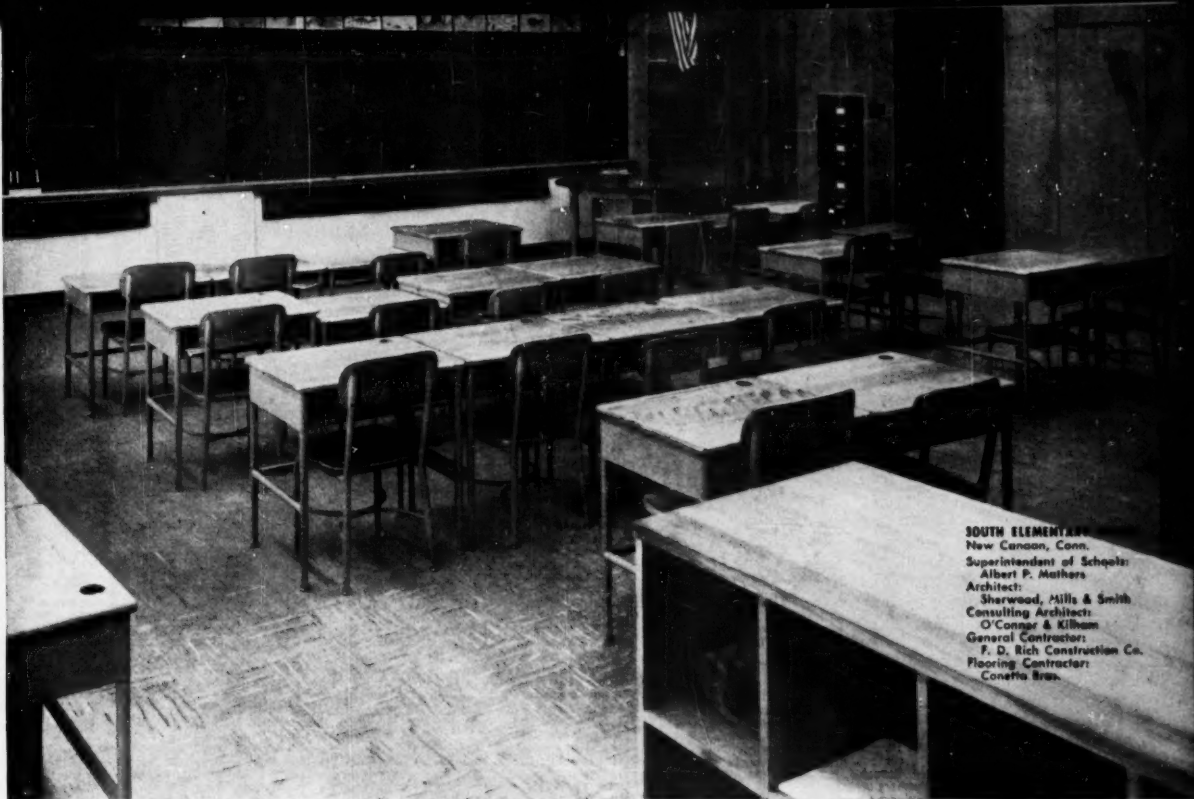
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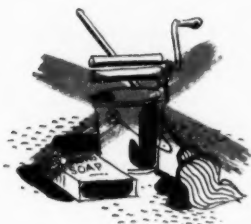
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ike School	Midland, Pa.	Hemmer School	Saginaw, Michigan	Burton High School	Huntington Woods, Michigan	Pargny Elementary School	New L	
el High School	Bothell, Washington	Elementary School	Chicago, Illinois	Public School No. 36	Indianapolis, Indiana	High School		
Shaker Heights, Ohio	Shaker Heights, Ohio	Reston Senior High School	Reston, Washington	Friends Academy	North Dartmouth, Massachusetts	Delphich High School		
ude Church and School	New York, New York	Lawrence Elementary School	Champaign, Illinois	Stendard Street School	Shelby County, Illinois	Red Bud Community High School		
on Falls High School	Lisbon Falls, Maine	Oak Ridge School Addition	Royal Oak, Michigan	St. Anthony's School	Lorain, Ohio	Glasgow Grade School		
ou School	Trenton, New Jersey	Catawba School	Catawba, Ohio	Home Economics Building	Burlington, Vermont	Groveland School		
ary's School	Greenwood, Wisconsin	Elementary School	Reardon, Washington	Student Center	Arlington, Texas	Shirley Hills Elementary School		
		Wayne Central School District I	Ontario, New York	Holy Rosary Addition	Rochester, New Hampshire	Huron Junior High School		
			Morrow, Ohio	Strawberry Hill School	East Norwalk, Connecticut	Delphich High School		
			Ossineke, Michigan	Maplewood Elementary School	Cleveland, Ohio	St. George's Parish School		
			Port Leno, New York	Scott School	Melrose Park, Illinois	Booker T. Washington School		
			Swanton, Ohio	Camden Elementary School	Camden, Tennessee	Loveland High School		
			Frederick, Maryland	South School	Peabody, Massachusetts	Freeland School		
			Algonquin, Illinois	Homer Community School	Homer, Michigan	East Side Grade School		
			Montgomery, Ohio	Brunswick Elementary School	Brunswick, Maryland	Manville Elementary School		
			Littleton, Massachusetts	High School	Sheffield, Illinois	South Side Elementary School		
			Whiteland, Indiana	Lakeview Elementary School	Lorain, Ohio	Komarak School		
			Onsted, Michigan	Littleton School	Littleton, New Hampshire	Deer Park School		
			Toledo, Ohio	D. C. Everest High School	Schofield, Wisconsin	West Side Grade School		
			Athens, Michigan	Dabney Hall	Knappa, Tennessee	Alma Junior High School		
			Hagerstown High School	Newtown High School	Newtown, Iowa	C. M. Russell School		
			Northwood Elementary School	School and Office Building	Climax, Colorado	McKinley School		
			Washington High School	Public School No. 45	Indianapolis, Indiana	Onarga High School Addition		
			St. Joseph Hill Academy	Egmont Ave. School	Pittsfield, Massachusetts	Armistead Gardens School		
			School of the Assumption	Columbia Township School	Lorain City, Ohio	Armistead Gardens School		
			Georgetown High School	Bladenburg High School	Bladenburg, Maryland	East Elementary School		
			Tipton School	Pathology Building	Memphis, Tennessee	Franklin School Addition		
			Wyoming Park High School	Blackstone School	Mendota, Illinois	Elementary School Building		
			Gettysburg High School	Uit School	Flint, Michigan	St. Francis of Assisi School		
			Thomas Jefferson Elementary School	Hillsboro Elementary School	Hillsboro, New Hampshire	Academy Elementary School		
			St. John's Evangelical School	Lincoln School	Lincoln, Ohio	Academy Elementary School		
			Red Wing, Minnesota	Grade and High School Addition	Sarena, Illinois	Sharp Elementary School		
			Chester Pike, Pa.	Shawano High School	Shawano, Wisconsin	South Elementary School		
			Richardson Grade School	Rye Elementary School	Rye, New York	College High School		
			Walport Grade School	Wynate Elementary School	Bethesda, Maryland	Hawthorne School Addition		
			Oakdale Christian School	Mandell School	Hubard, Indiana	High School High School		
			Georgetown High School	Colorado Springs, Colorado	Lexington, Ohio	Corthell School		
			Grade School	Lexington School	Lexington, Ohio	Junior High School		
			Lucy Duggs Sower School	Elementary School Addition	Midlothian, Illinois	Dayton Elementary School		
			Edison School	Dalewood 11th District School	Nashville, Tennessee	St. Kevin's School		
			Community High School	Wellston School	Quincy, Massachusetts	St. Wilson School		
			Spencerport Central School I	St. Thomas More School	Concord, Ohio	East Elementary School		
			Junior High School	Hayes Township School	Cleveland, Ohio	Lorain School Addition		
			High School Addition	Woodmont School Addition	Harrison, Michigan	Central High School		
			Brands University	Tacoma Grade School	Nashville, Tennessee	Kearley Agricultural School		
			Yachats Grade School	Siren, Wisconsin	Sacramento, California	Elementary School		
			Central Junior High School	Gym and Field House	Grand Forks, North Dakota	St. John Lutheran School		
			Jeromesville School	Shurtliff School	Revere, Massachusetts	High School Addition		
			Browne Junior High School	St. Christopher's School	Columbus, Ohio	Flat Rock High School		
			Alexander Graham Bell School	School for Ursuline Sisters	Bethesda, Maryland	Resinger School		
			Huff School Addition	Henry Evans High School	Hebert, Indiana	Locks School Addition		
			Morrison Community High School	Scanton, Minnesota	Scanton, Minnesota	MacArthur Elementary		
			Fairview Elementary School	Monroe Township School	Laurel, Ohio	St. Helena School		
			Anna Burdick School	Wayland Central High School	Osage, Iowa	Colfax Elementary School		
			So. Onondaga Central School	Hollywood Elementary School	Wayland, New York	Washington Carver School		
			Waterford School	St. Patrick's School	Berwyn, Maryland	Polio Grade School		
			Central Elementary School	Sevierville High School	Sevierville, Tennessee	Nannie Lee Traylor Addition		
			St. Mary's School	Arlington High School	Arlington, Oregon	St. Patrick's School		
			Pennsylvania College for Women	Sacred Heart Addition	Grand Forks, North Dakota	Grade School		
			Boyleston Elementary School	Painesville Nursery School	Lake County, Ohio	Grade School		
			St. Joseph School	Miller Consolidated School	St. Paul, Minnesota	Grade School Addition		
			Lincoln Ave. School	St. Christopher's School	Midlothian, Illinois	Elementary School		
			St. Margaret Mary	Central Lutheran School	St. Paul, Minnesota	Frankfort Village School		
			Little Flower School	Mason Grade School	Beaver, Oregon	Logan School		
			Montrose Elementary School	St. Joseph's Parochial	Rawlins, Wyoming	Grace Lutheran Church School		
			St. Michael's School	Miller Consolidated School	Fargo, North Dakota	Homestead School		
			Tioga School	Concord Elementary School	Concord Township, Ohio	Prophetstown Grade School		
			St. Patrick's School	St. Mary's School	Ottumwa, Iowa	Marietta Grade School		
			Oak Street School	Merrill Junior High School	Denver, Colorado	Elementary School		
			Oakmont Elementary School	Lincoln School Addition	Hyland, Indiana	St. Patrick's School		
			Rear Elementary School	Lincoln School Addition	Grasse Pointe Park, Michigan	St. Paul's Academy		
			St. Simon's Parish School	Belvidere, Illinois	Wheeling Union Grade School	Hickory Grove School		
			Emerson School	Springfield, Ohio	Field House	Laramie, Wyoming	Elementary School	
			Akron School	Corvallis Public Schools	Corvallis, Oregon	Eau Claire School		
			Panama Central School	Milledgeville High School	Milledgeville, Illinois	Robert E. Lee School		
			Hazelwood School	Assumption Church School	St. Paul, Minnesota	Junior High School		
			Woodrow Wilson School	Webster School	Red Oak, Iowa	McDaniel Elementary School		
			Wolf Lake High School	Harrison School	Colorado Springs, Colorado	Holy Maternity Parish School		
			Lynwood Elementary School	Grandville Elementary School	Grandville, Michigan	Hyndman Londonderry School		
			Grade School	Queensbury High Addition	Warren City, New York	Upson School		
			Kenwood School, Clark County	Lido School	Rock Island, Illinois	St. Mary's School		
			High School Addition	Kingville School	Kingville, Ohio	Rantow Elementary School		
			High School Addition	Ellet School	St. Louis Park, Minnesota	St. Robert Sellarman		
			High School Addition	Stonewall Jackson High	Charleston, West Virginia	Parochial Grade School		
			Jordan Grade School	St. Francis School	Roy, Oregon	St. Theresa School		
			Atmyre, Michigan	North School Annex	Seekonk, Massachusetts	St. Suzanne School		
			Regina High School	Commonwealth Consolidated School	Commonwealth, Illinois	Carson Elementary School		
			Grant N. Britten School	Terrell Jr. High School	Washington, D. C.	St. Thomas Seminary		
			Willis and LeBaron Schools	Lynchout School Addition	Syracuse, New York	Administration Bldg Addition		
			Glennmont Elementary School	School Addition	Springfield, Minnesota	Liberty Drive Elementary		
			St. Cecilia's School	Fifth St. School	Charlottesville, Virginia	Mountain Home Grade School		
			Newport Elementary School	Grant and Shop Building	Sharon, Massachusetts	Gymnasium School No. 18		
			North Side Public School	Grant Junior High School	Denver, Colorado	Horace Mann School		
			Waverly Community High School	Elementary School	Sharon, Massachusetts	Weaver School		
			Edgely Elementary School	Alexander Hamilton Grade School	Moline, Illinois	Medical Building Addition		
			Andrews School	Johnston School	Johnston, Ohio	Elementary School		
			Lebanon Central School No. 1	Penfield High School	Washington, D. C.	Grandy School		
			Lebanon Central School Addition	West Side Grade School	Springfield, Oregon	Holy Trinity High School		
			Pain Center School	Edward L. Brown School	Denver, Colorado	Harbortree High School		
			St. Michael's School	Purdue University	Hammond, Indiana	Shawnee Elementary School		
			Avon Community School	Solon High School	Swampscott, Massachusetts	Lincoln Park School		
			Assumption School	Washington Elementary School	Cuyahoga County, Ohio	Jefferson School		
			St. Carmel Elementary School	Elementary School	Rochester, Minnesota	North Side Grade School		
			Waconda Township High School	Test Corners Grade School	Sumner, Iowa	South West LaGrange Elem. School		
			Stow High School	St. Michael's School	Tess Corners, Wisconsin	Adelaide Davis School		
			West Aurora High School	Maize Land School	Colorado Springs, Colorado	Manheim School B3		
			Orford School	Junior High School	Oconomowoc, Wisconsin	School Addition		
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School	Royal Oak, Michigan	Villa Park Junior High School	Villa Park, Illinois	Johnston School	New Lebanon, Ohio	Culver Grade School	
ran High School	Chicago, Illinois	Big Walnut School	Sunbury, Ohio	Bunker Hill School	Bunker Hill, Illinois	Hillcrest School	
Cross School and Convent	Mishicot, Wisconsin	Clinton Elementary School	Oak Park, Michigan	Junior High School	Romulus, Michigan	Hayes School	
ville Elementary School	Ross Township, Pa.	Lincoln Elementary School	Luna, Illinois	St. Michael's School			

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CHEVROLET SCHOOL BUS CHASSIS



You can be sure of reliable service with husky Chevrolet school bus chassis. They're built to stand up on the toughest school bus routes . . . engineered to stay on the job day after day, month after month, without requiring more than a minimum of maintenance.

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212-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 48- to 54-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 42- to 48-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

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Gross vehicle weight, 10,500 or 12,000 pounds. For School Bus bodies of 30- to 36-pupil capacity depending on tire equipment. Thriftmaster engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

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(Regular price—\$74.10)

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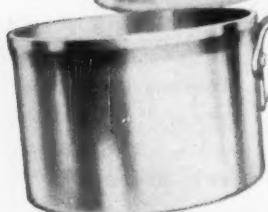
China Cap
Strainer
2 3/4 qt.
brim full



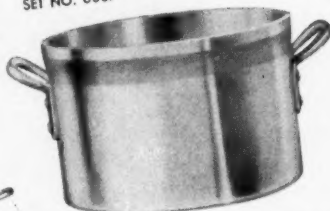
2 1/2 qt. Heavy
Duty Sauce Pan



4 1/2 qt. Heavy
Duty Sauce Pan



6 1/2 qt. Heavy Duty Sauce Pan



20-qt. Heavy Duty Sauce Pot



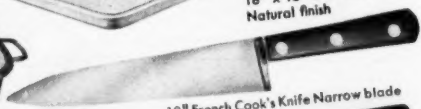
Heavy Duty Fry Pan
8" top diameter



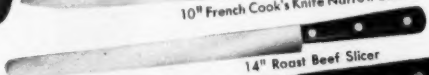
Sheet Pan
18" x 12" x 1" deep
Natural finish



Roasting & Baking Pan
18 1/2" x 12 1/2" x 2" deep



10" French Cook's Knife Narrow blade



14" Roast Beef Slicer



5 1/2" Flexible Boner

Above cutlery has blades of special,
high-carbon steel. Ebonwood handles;
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Saves you \$14.15* on a Wear-Ever Chef's Set

This coupon is worth \$14.15 (\$16.05 in Far West) toward the purchase of a 11 piece Wear-Ever Chef's Set which regularly sells at \$74.10 (\$82.70 in Far West). Give this coupon to your restaurant equipment dealer when you place your order and pay only \$59.95 (\$66.65 in Far West). This offer void in any state where prohibited or otherwise restricted.

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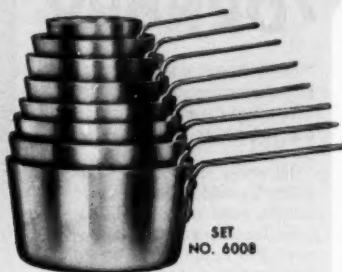
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Save \$14.15*
by ordering NOW

*\$16.05 in Far West

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Dollar SPECIALS

Available through your dealer until OCTOBER 31, 1953 only



SET
NO. 6008

Wear-Ever Aluminum 8-piece Sauce Pan Set

1½, 2½, 3½, 4½, 5½, 7, 8½ and 10 quarts
—a size for every use. They nest for storage.
Regular price—\$36.20. (In Far West \$40.20)

SPECIAL—\$31.95

(In Far West—\$35.50)



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Regular price—\$17.65 (In Far West \$19.65)

SPECIAL—\$15.95

(In Far West—\$17.75)

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Superb Cooking—Durability Ease in handling

Aluminum is one of the best conductors of heat known. Consequently, it spreads heat fast and evenly so that the whole utensil—not only the bottom—does the cooking. This results in uniform, superb food preparation and helps to avoid scorching and burning. All Wear-Ever utensils are made of an extra-hard alloy that gives added durability and long life, thereby cutting replacement costs. And because nature made aluminum light, these utensils are easy to handle.



NO.
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Wear-Ever Aluminum 20-quart Stock Pot

Regular price—\$11.00 (In Far West \$12.30)

SPECIAL—\$9.95

(In Far West—\$11.05)



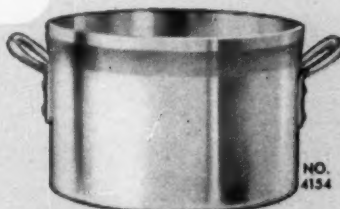
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4254

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Regular price—\$35.50 (In Far West \$39.45)

SPECIAL—\$26.95

(In Far West—\$29.95)



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Regular price—\$29.95 (In Far West \$33.30)

SPECIAL—\$21.95

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Indicate quantity of each item desired in spaces provided. Then give coupon to your dealer with your order. This offer void in any state where prohibited or otherwise restricted.

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* Higher in Far West. See prices quoted under items in advertisement.

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Cash Value—1/10 cent

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"There comes a time" . . . usually during the summer months, when that dreaded job of cleaning the boiler and tubes must be done.

However, for those schools using Tornado Cleaners, it's a simple, easy matter. The powerful Tornado suction (airspeeds over 300 m.p.h.) and versatile attachments do the job quickly, thoroughly—trapping all the soot and dust in the easy-to-empty tank.

This is just one of the hundreds of applications for Tornado school cleaners. They also convert to a shoulder-type vacuum or blower-sweeper. We'll be glad to tell you more if you'll just write for Bulletin 600.



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THE FAMOUS AMERICAN UNIVERSAL features of this desk have won enthusiastic, widespread approval among educators and school administrators. The one-piece steel book-box—sanitary, roomy, easily accessible—has an 18 x 23¼" strong, plywood top, with lid usable either in level position or at 10° slope—lid lifts wide for easy access to contents. Full-length pencil tray inside box edge.

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American Unit Table No. 324

(With Universal Lifting-Lid Book-Box)

◀ This modern, single-pupil table has the popular Universal lifting-lid book-box described above. The twin oval-shaped supporting standards afford easy ingress and egress, conserving classroom space. Available in heights of 21, 23, 25, 27, 29". The companion American Envoy chair contributes to comfort and good posture. Heights: 11, 13, 15, 17".



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Equip your school with
new window shades

and **Classroom Engineered**

Window Shade Installations

by JOANNA WESTERN



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- ☐ Side Hem Reinforcement
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Specially Designed and Built for Schools

Simple, sturdy and safe for a child to operate! DIPLOMA—a double-roller type installation with adjustable one-piece metal light strip and brackets mounted midway between top and bottom. Every detail specifically designed for rugged use, simplified operation, and to meet the most rigid requirements of practicality and versatility. One shade rolls up, the other down, providing precise light control under all conditions. And Joanna Western DIPLOMA may be easily installed either inside or outside wooden or metal window casings... with the entire assembly free to swing away from the window to permit easy maintenance.

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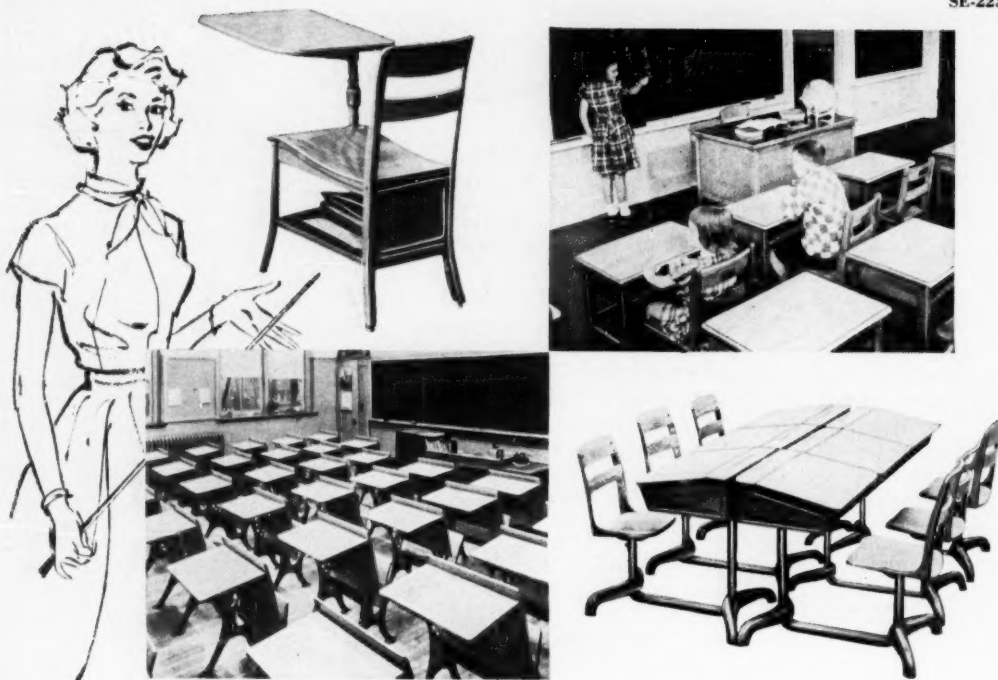
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Whether you plan complete new classrooms or remodeling of present installations, your school desks will be more practical with G-E Textolite plastics surfacing. You can count on G-E Textolite for many outstanding features:

- **Proper Light Reflectance** with a finish specially engineered to reduce glare and eyestrain.
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G-E Textolite plastics surfacing is ideal for many other school uses, too. Many schools use it for laboratories, workroom tables, washroom sink tops, school cafeterias—and wherever plans call for beauty plus rugged durability.

*Reg. U.S. Pat. Off.

For classroom installation ideas with G-E Textolite plastics surfacing, contact your nearest G-E distributor, or write: General Electric Company, Section 322-3B, Chemical Division, Pittsfield, Mass.

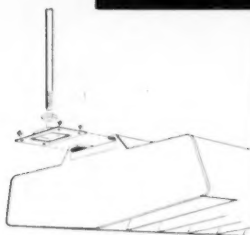
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Wakefield
introduces the
CAVALIER

Performance Exceeds Requirements of
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Sliding stem plate can be moved from end to end to support the Cavalier at any point, completely eliminating problems of in-line spacing of mounting points.



For the complete story of this beautiful new streamlined direct-indirect luminaire, write for an 8-page 3-color folder. The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada, Wakefield Lighting, Ltd., London, Ontario.

Note that the brightness readings for the new Cavalier are well below the recommended maximums:

Zone	The Cavalier	Max. Recommended with Proper Refl.
60°-90°	100 ft.-L	450 ft.-L
45°-60°	250 ft.-L	900 ft.-L
0°-45°	1800 ft.-L	2000 ft.-L

Several important new design features are responsible for such excellent performances:

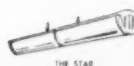
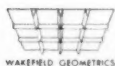
FIRST, the full length luminous plastic side panels have no opaque metal framing, but are supported internally by a steel frame. This frame is also an internal reflector, a feature which keeps side panel brightness down to a pleasant 100 ft.-L.

SECOND, the louvers provide complete 45° x 45° shielding, or shielding at 45° x 25°. There is no view of lamp at specified shielding angles through the entire viewing cone.

THIRD, a special Wakefield low-brightness finish on louvers, side reflectors, panels and channels serves to keep brightness low.

Here then is an excellent new direct-indirect luminaire for your consideration when planning classroom lighting. There are two models, both equipped for Rapid Start or Slimline lamps, the Cavalier II (two lamps) and the Cavalier IV (four lamps).

Wakefield Over-ALL Lighting



*This noise makes
everyone nervous!*

*Relax with noise-quieting
FIBRETONE*
Acoustical Ceilings!*



**Johns-Manville, the pioneer in sound control,
recommends Fibretone Acoustical Panels
to reduce disturbing noise at low cost**



Fibretone Panels
are easily installed over new or
existing construction.

BECAUSE DISTRACTING NOISE can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient yet modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These

holes act as "noise-traps" where sound energy is dissipated. Fibretone is pre-decorated, can be painted and repainted, and is available with a flame-resistant finish.

Other J-M Acoustical Ceilings include *Permaacoustic**, a textured noncombustible tile with great architectural appeal; *Transite**, perforated acoustical panels; and *Sanaacoustic**, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. SE, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

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40 years of leadership in the manufacture of acoustical materials



SCHOOLS IN ACTION

So many things to learn this year! How, and how successfully, will his parents be told of achievements, attitudes and problems?

*comments on
methods of . . .*

Reporting Pupil Progress

by RUTH STRANG

WHEN we begin to change our systems of promotion, marking, and reporting to parents, we find we have a bear by the tail, because any such changes involve the curriculum, methods of teaching, qualifications of teachers, class size — in short, all our policies and philosophy of education.

Instead of starting with changes in promotion, marking and reporting, Paul Diederich¹ has advocated starting with the objectives of the school as a whole, translating these objectives into educational programs and

¹ Paul B. Diederich, "Planning a Comprehensive Evaluation Program," in *American Council on Education Studies*, Series 1, XV (April, 1951), 46, 58-67.

Professor of Education at Teachers College, Columbia University, Ruth Strang is an authority on guidance and personnel work. Dr. Strang has written extensively on the field.

instruments for measuring progress, and using these instruments for continuous evaluation.

Still, administrators are confronted by a number of troublesome questions and problems with respect to promotion, marking, and reporting pupils' progress to parents, which demand immediate attention. Let us state a few of these questions and consider possible solutions.

1. Should there be fewer formal promotion periods?

One step in this direction is to change from semi-annual to annual promotions. Many schools have done this. A second step is to treat the first three years of school as a unit. These are steps toward recognizing the continuous progress of the individual children within a class.

Carried to its logical conclusion, this tendency would permit every child to go as far and as fast in every subject as he is able. This practice would lessen the strain of promotion periods for both pupils and teachers, and would give slow-developing children a chance to catch

up during a one-year or three-year period, without undergoing the emotional experience of being "left back."

The practical difficulty of this plan lies in individualizing instruction to the required extent. Individualizing instruction means knowing each child, having suitable materials of instruction, and providing suitable learning experiences for him.

2. Should promotion be based on age and physical and social maturity rather than on academic achievement?

This change in promotion policy was suggested by observation of over-age children in the lower grades: their failure to learn when left back, their behavior problems as a result of being in this situation, their possible bad influence on the younger children, their feelings of inferiority and decreased self-esteem.

But several by-products of the promotion-by-age policy have now become evident. Most widespread is the piling up of retarded readers in the junior high school years. One junior high school principal expressed

the opinion, with which many others would agree, that "retardation in reading is the most serious problem in junior high school today."

Another result of this policy, less evident perhaps to administrators, is its effect on the boys and girls who have been promoted with insufficient mastery of basic skills. When subsequent teachers *try to maintain grade standards of achievement*, these pupils, lacking basic reading, writing, spelling, and arithmetic skills, are completely at sea. Each year the work becomes more baffling and the pupils become more hopeless in a situation with which they cannot cope.

The best solution of this promotion problem seems to be individual guidance — placing each pupil in the grade which seems most appropriate from a number of different angles. Among these are the size of the child, his social maturity, the teacher's willingness to provide individual instruction in the basic skills in which he is deficient, the teacher's ability to maintain individual standards of achievement instead of grade standards, the pupil's relation with his former teacher, the teacher's attitude toward retarded pupils, the parents' attitude toward and understanding of the proposed placement, and the child's own feeling about it. Placement made on this individual basis gives the child his best chance to make the best progress possible for him.

3. What do marks mean?

Nobody knows! Marks are notoriously unreliable. Readers may be familiar with the NEA experiment where 111 teachers, grading the same arithmetic paper, gave marks ranging between 21 and 88. Some teachers mark "easy," some mark "hard." Standards of marking vary from school to school as well as from teacher to teacher.

Marks in any subject do not represent *simon-pure* achievement in that subject; they are adulterated with other unknown ingredients such as personal antagonisms, the teacher's susceptibility to an ingratiating manner, and consideration or non-consideration of the pupil's obvious effort or lack of it.

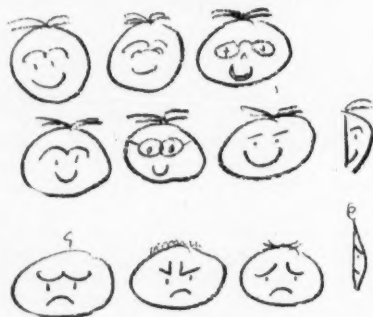
Marks are a composite of many kinds of teacher impressions. This in itself is not an objection because success in life, too, is a resultant of knowledge, skills, personality, persistence, and response to pressures

Methods of Reporting Pupil Progress in Nassau County, New York

Reporting Methods	Type of Report Card Marks			Total Schools
	numerical	letter (ABCD)	letter (S-U)	
cards only	5	17	6	28
cards and letters	3	0	4	7
cards and conferences	6	12	13	31
cards, letters and conferences	15	27	18	60
	29	56	41	126

Using the first horizontal line as an example, the above table is to be read: "of those schools using report cards alone to report pupil progress, 5 used numerical grades, 17 letter (ABCD) grades, and 6 letter (S-U) grades, a total of 28." These are the results of a survey of 110 schools (16 of which used two types of marks, usually ABCD grades in secondary school and S-U in elementary) conducted in Spring 1952 by the School Health Department of the Nassau County Tuberculosis and Public Health Association.

Are Principals Satisfied With Present Systems?



65 of 110 principals questioned said they were SATISFIED. (12 did not answer.)

33 were DISSATISFIED or not completely satisfied.

and other environmental aids or hindrances. But lack of control over these variables makes it impossible at present to know what a given teacher's marks really mean.

One solution of this dilemma would be to try to separate achievement in subject matter from social and emotional factors. This has been commonly done by keeping items relating to achievement in subjects separate from habits of work, cooperation, and other personality factors.

Another way out is to improve appraisal of composition-type tests. This can be done. After a period of instruction on how to rate students' free responses to their reading of a

history passage, William Wharton obtained high agreement among several raters.

4. Do college entrance requirements present a serious barrier to the development of new patterns of marking and reporting pupil progress?

Colleges continue to base admissions on class rank and Carnegie units, although research and experience have pointed out the weaknesses of these entrance criteria.

However, one high school that marks pupils in relation to their ability states that "Colleges accept the school grades (of Sewanhakans)

and rarely is it necessary for the Registrar to interpret them."²

College acceptance of the high school's marking system depends a great deal upon the soundness of the school's recommendations in previous years. If the high school has recommended students who have succeeded in a particular college, then the college will not question the school's marking system. It is a problem of guidance.

5. Why do the schools report pupil progress to parents?

The main purpose of reports is to give parents and teachers information that will enable them to work together to help the child grow in his own best way.

This main purpose can be related positively to other purposes that have been uppermost at various times; to spur the child on to greater achievement through knowledge of results rather than through threat of failure; to increase the effectiveness with which a child learns; to facilitate decisions as to the best grade placement for a given child, though not to serve as the sole determinant of promotion or non-promotion; to improve public relations, insofar as the report provides a bond of understanding between home and school.

6. What kinds of information shall we include on the report to parents?

To be most useful in helping parents guide their children, the report should show:

- The child's strong and weak points in each subject, so that he will know where to put forth more effort
- Whether the child is under-achieving or over-achieving
- Whether he is making progress
- Why he is failing to make expected progress

How the parents can help him

In general the report should "accentuate the positive" — emphasize paths to improvement. Ratings on personality and character must not be made lightly. We must consider what effect it may have on the child's concept of himself if he is marked unsatisfactory in self-control, responsibility, or ability to get along with others. Negative ratings of this kind may be more damaging to the child's self-esteem than low marks in subjects.

Reporting accomplishes nothing unless it helps the pupil to learn more effectively. For maximum effectiveness, the report must be analytical. The form for each subject suggested by Bolmeier³ calls for observation of the following factors:

- Achievement on tests
 - Quality of recitation
 - Quality of completed assignments
 - Promptness in completing work
 - Persistence for mastery
 - Attention to class activities.
- Such an analysis might also include:
- Ability to read and comprehend the books to be used in the subject
 - Ability to communicate to others ideas gained from study
 - Ability to give wholehearted attention to the work at hand
 - Considerate and constructive attitudes toward other members of the group.

If, in addition to this analysis of the pupil's performance, the report gives further information about the causes of poor performance and lack of progress, the pupil has something to take hold of. However, it is too much to expect him to take constructive steps all by himself.

On report card days in some schools, the teacher interviews each student while the other pupils are doing independent work. Giving out a few report cards each day gives more time for each interview.

In this interview the pupil becomes more aware of his strengths and weaknesses and is encouraged to make a practical plan for improvement. Thus for the teacher, the chore of entering grades becomes an opportunity for guidance.

7. What happens when a child takes his report card home?

Some children take their reports home with fear and trembling. Some enjoy the experience; these are the children who get good marks.

Most parents do one of three things about an unsatisfactory report card—they punish or scold the child, deprive him of privileges, or merely tell him to do better. All these methods have, at best, a temporary effect on the child's effort; they do not show him how he can improve; they may actually decrease his effort by increasing his sense of failure and inadequacy.

8. What kind of reports are schools now using?

Most schools are using a report card that gives letter grades on a list of subjects and a list of character traits or work habits. Many of these cards also provide a small space for "teacher comments."

Some schools have modified their traditional marking systems to the extent of substituting check lists or descriptive accounts for marks. Each item on the check list is checked in the appropriate column: "very high," "above average," "average," "below average," "very low"; or "satisfactory progress," "is improving," "needs much improvement."

The trend is toward fewer formal reports and more varied, flexible, and informal reporting throughout the school year.

9. What methods of marking are now in use?

Three methods of marking are in use at present: marking only on a comparative basis, marking only on an ability basis, and a dual marking system.

Some superior students argue in favor of marking on a comparative basis. They say that traditional marks are necessary for college entrance, and that, though many parents do not stress marks, those who do will ascertain their child's comparative standing in some way and punish him.

They think a little adult education would show parents how to use marks more justly, in the case of children who are doing their best. Some of these pupils say they need report cards as a stimulus to work harder and as preparation for life in a competitive society.

The dual marking system at the state college high school in Cape Girardeau⁴ uses A, B, C, D or E to designate the student's standing in class, and S or U to evaluate his achievement in relation to his capacity.

10. Does grading in relation to ability work?

It has been done in some schools. For example, in Sewanhaka High School, Floral Park, New York, which has an enrollment of nearly 3,400, marks that show a pupil's achievement in relation to his own ability have been used for eighteen

²Jane A. Carboni, "According to Abilities," *Ideas for Teachers*, XIX (1952-1953), 3.

³E. C. Bolmeier, "Principles Pertaining to Marking and Reporting Pupil Progress," *School Review*, LIX (January, 1951), 20.

⁴Irwin A. Keller, "A More Comprehensive and Significant Marking System," *The Bulletin of the National Association of Secondary-School Principals*, XXXVI (January, 1952), 70-78.

years. In determining pupils' daily marks as well as their final marks, teachers are asked to consider six factors:

"1. knowledge of subject shown in class work and tests; 2. preparation of work assigned; 3. effort and attention in class; 4. cooperation in class activities; 5. use of English, and 6. progress."

These factors of achievement are appraised in relation to the facts about the child's IQ, reading grade level, previous marks in the subject field, and other test data. The teacher enters all this information in his class roll book at the beginning of the school year; he uses these data as "Ability Guides."

This system of marking is in accord with the philosophy of the school — to give each student "the opportunity to develop his own interest and achieve success according to his abilities."

Apparently there have been no serious objections from parents, colleges, or employers. And in 1952 the percentage of dropouts was only thirteen as compared with fifty for the state as a whole.

When pupils' achievement is appraised in relation to their capacity, the gifted child is challenged to compete against himself, and the slow learner sets appropriate goals and gets satisfaction from attaining them.

11. Is the letter-form of report to parents the answer?

If all teachers were able to make accurate observations of every child in their classes and report significant behavior to parents tactfully and in good form, the letter-form of report would be a useful means of reporting to parents who can read. But too often these reports degenerate into a series of clichés. Sometimes, too, they are poorly and tactlessly written, and arouse parental antagonism instead of cooperation.

Moreover, a letter is a one-way communication, whereas the teacher-parent conference permits an exchange of helpful information and understanding. Dissatisfaction with the letter-form of report is increasing.

12. Suppose we let pupils evaluate themselves:

Why not? We agree that pupils should have specific goals toward which they are working, and that they learn better when they have

knowledge of results. Moreover, self-evaluation may pave the way for an effective interview, initiated by the pupil.

A good relation develops as the pupils use the teacher as a resource and consultant. Together they may appraise the pupil's estimate of his own progress. During this process the pupil learns to take an objective attitude toward himself and becomes more competent in self-appraisal. His report, after it is read and modified or supplemented by the teacher, is the official report sent home to his parents.

13. What steps can be taken to improve our reports to parents?

Parents and teachers should study the problem together. Their first question should be: What purposes do we want the report to serve? The second question: What forms of reporting will best accomplish these purposes in our school — report cards, a descriptive summary at the end of the year, letters, telephone calls, conferences with parents? In most situations the flexible use of a variety of forms will best serve the children.

Parent conferences have the greatest possibilities if skillfully conducted. In these conferences three kinds of information can be exchanged: information from the parents that will aid the teachers in their work with the children; information to the parents about the school's philosophy and program; and information to the parents about the child's progress in school — his scholastic achievement, social development, work habits, attendance, and special abilities.

Both teachers and parents have found such conferences helpful in many situations where they have been used. Even after a fifteen-minute conference, parents may feel that they are cooperating more intelligently with the teacher in furthering their child's development. And many teachers find that conferences help them to understand the children better, and to feel more secure in their work because of their fellowship with the parents.

The Twin Cities have been working on this problem. The plan for reporting pupil progress created by a workshop committee of the Minneapolis high schools emphasized three important features:

- Assessment of progress in relation to the individual pupil's ability.

- Consideration of items other than subject achievement — attitudes, understanding, qualities of personality and character, traits of citizenship, and study habits.

- Increased cooperation among pupils, teachers, and parents.

Two forms were evolved: a report to parents, and a student evaluation sheet which had a place for favorable comments by teachers and parents; any negative evaluations were to be discussed in a conference with the teacher. It was hoped that parent-teacher conferences would eventually supersede written reports.

In the St. Paul school system, the new report card was the "product of group action." The highlights of the process were:

- Round table discussions in which the role playing technic was used to present current viewpoints.

- Committees of administrators, counselors, parents, and teachers, which worked on the problems disclosed by the round table discussions.

- Revision of first drafts of a tentative form of report at a summer workshop camp.

- Submission of the tentative form to all schools for their proposals and further recommendations.³

Everyone would agree with the theory underlying modern trends in marking and promotion — that children's achievement should be appraised in relation to their ability to learn, and that reports of progress should be useful in helping them to learn more effectively.

The first hurdle in reaching this goal is getting an accurate measure of their ability to learn. Group tests of intelligence may underestimate real mental ability; few schools have sufficient psychological services to give individual tests of mental ability to all pupils.

The second hurdle is that of enlisting parent-teacher-pupil participation in developing improved methods.

The third hurdle is to help teachers to observe individual pupils more accurately and to improve the quality of their interviews with pupils and parents. The best plans for marking and reporting pupil progress stand or fall upon the teachers' competence in using the modern methods.

³ John Wooley, "Ironing Out the Problems of St. Paul's New Report Card," *The Clearing House*, XXVI (February, 1952), 368-370.

Would You Give \$50 For a Good Teacher?

by ANNE WATSON
and BETTY RICE

GIRLS talk about the shortage of eligible males — well-to-do matrons complain about the servant problem—businessmen bend one another's ears about the dearth of secretaries—and school administrators, when they foregather, do not lack for a similar rallying cry. Inevitably, someone will start keening about his heart-rending, yet all but fruitless, efforts to obtain competent teachers.

And each listening administrator commiserates, for whether he has a pocketful of signed contracts, or is still trying to flush someone to take the third grade at PS 10, he knows that the turn of the year will bring the annual agony upon him again.

At least one school system has eased the situation by investing some extra money in the process of recruiting teachers from the ever-dwindling ranks of well-qualified applicants.

Great Neck, New York, has devised a program of teacher procurement for its eight elementary schools which has proved highly successful for three years. Basically, it involves having the prospective teacher visit the community at the school system's expense, meet the people with whom he will work and teach, and give a demonstration lesson in a normal classroom situation.

The program is launched shortly after Christmas each year by the Director of Elementary Education, who visits teacher training institutions throughout New York State and neighboring states. Through talks with placement directors, students who may be interested in teaching in

this fast-growing Long Island community are ferreted out.

They are interviewed individually and in groups by Great Neck's representative. The most promising candidates, plus some whose applications have been received by mail or through other channels, are then invited to Great Neck for a two-day visit.

During their stay, the candidates (who are invited in groups of 20), conduct individual demonstration lessons where poise, voice and diction, classroom presence and professional techniques are observed. A "host teacher" is assigned to each visitor to help put him at his ease and to explain the classroom setup where the demonstration lesson is to take place.

Tour Community

There is a conducted tour around Great Neck to show the candidates the type of community in which they may be teaching and living — its homes, churches, shopping area and recreational facilities. A dinner is held for the candidates which is attended by the school administrators, the helping teachers and representatives of the classroom teachers. An informal discussion follows the dinner when the candidates may ask questions freely in a friendly atmosphere.

Sometime during each candidate's visit he is interviewed by a panel of four principals, the Director of Elementary Education and the Superintendent of Schools. This is no old-style "confuse and confound" type of interview, but one where thought-provoking statements are made and an opening left for the candidate to voice his own opinions. In this way he reveals his professional attitudes and his teaching philosophy. At the same time, he begins to see the type of leadership the Great Neck school system offers.

After the candidates depart, all of



He says he's just out looking for certificated teachers. —CTA Journal

the staff members who have been in contact with the visitors submit their ratings to the Director of Elementary Education and the Superintendent of Schools. Notification is sent at once to those who offer the qualities Great Neck is seeking.

The question of the expense involved in such a teacher recruitment program will probably occur to many school administrators in reviewing Great Neck's procedures. Actually, the expenditure is far less than one might guess. For a typical two-day period in January, 1952, it cost \$875 to have 28 candidates visit Great Neck and participate in the full program. Of this number, 20 were selected to join the Great Neck staff. Since most teachers remain with the Great Neck schools for a period of 20 years, an initial cost of \$43.75 per candidate for the purpose of recruiting the proper personnel is negligible.

This method of teacher recruitment has produced an admixture of experienced and inexperienced teachers which Great Neck finds satisfactory. Of the 90 prospective teachers who visited Great Neck last year, 42 were selected. Of these 42 successful candidates, 20 had experience and 22 did not.

This fine-screen sifting of prospective teachers is time-consuming and places a considerable extra burden upon the elementary school staff. There is complete agreement, however, as to its worth. The elementary school teachers, who thus have the opportunity of cooperating with the administration in selecting the persons who will be their colleagues for years to come, are especially enthusiastic about the program.

Anne Watson is an elementary school teacher in Great Neck, Long Island. Mrs. Rice is a public relations consultant.

Teacher Needs	Per Cent
Supplemental reading materials	27
More audio-visual aids	26
Assigning course only to adequate teachers	17
Democratic school environment	12
Helping gain horizontal and vertical curriculum planning	11
Facilitation of trips, local resource use, etc.	10
Avoid use of class time for other school business	10
Improve library resources	9
Smaller classes and lighter load	8
Greater administrative interest in social studies program	8
Working towards the community school	6
Time for social studies conferences	5

The table at left shows what American history teachers in 100 representative California high schools want from their administration to help improve instruction.

Teachers Want Supervision!

by RICHARD E. GROSS

“WHAT is the most important contribution that the high school administration can make towards the improvement of history and social studies instruction?” The author recently put this question to teachers of American history in 100 representative high schools of the state of California, and was most interested to see the degree of correlation between his own results and the results of a 1938 New York state survey.

One small portion of the Regents' Inquiry into the secondary schools of New York state was devoted to a consideration of the relationships between social studies teachers and their administrators and supervisors. As a result of this study and his observations, Professor Howard E. Wilson came to believe that the crucial factor missing in most attempts to improve instruction in the social studies was educational leadership.

Although in some cases this could be traced to a lack of state, county or city supervisors, or in some of the larger urban schools to short-sighted departmental chairmen, in most cases teachers' comments indicated that the help they needed most could come from their own building principal.

In answer to the question: “What aid would you like to receive from your principal or supervisor in teaching social studies?” the great majority of over 250 teachers responding in the New York survey expressed desire for ‘friendly cooperation’, ‘constructive, practical suggestions’, ‘encouragement of experimentation,’ and the like.

“These statements . . . all from teachers of intelligence and experience,” said Professor Wilson, “describe the supervision which many of the teachers of the State want and which even more of them need. Supervision includes classroom visitation; it includes also group experimentation and investigation; it involves the establishment of a clearing house for the suggestions and experiences of superior teachers; it involves small group conferences devoted to professional problems. It not only involves local and state administrative policies, but also calls for the stronger establishment of professional associations among social-studies teachers.”

Have conditions changed much in the intervening years? There is no question that school social studies programs are growing in size. With

Richard E. Gross is assistant professor of social studies education in the School of Education of Florida State University, Tallahassee. The research study on which his article is based concerned the teaching of American history in one-quarter of California high schools.

increased legislative requirements, especially in the area of American history, a great many more students, even percentagewise, are enrolled in social studies courses than ever before in our history — 71.3% for grades 9 to 12 in 1946-47 as against 66.1% in 1933-34.

Do principals have the time and inclination to give more attention to supervision? Are administrators giving evidence of having come to realize the import of a central social studies general education program in the high schools? Does practically a new generation of teachers view these problems and the position of the administrator very differently from the teachers queried in 1938?

Using California as a sounding board, we shall try to determine whether principals are providing the personal leadership and supervision which the myriad developments in social studies offerings and curriculum in recent years have made obligatory.

Accompanying this article is a table which reveals the views of these social studies teachers as to the means by which their administrators could best help them do a better job of teaching United States history.

Although numerous teachers commended the cooperation and interest of their administrators (about ten percent), their wishes indicated by the survey reveal some important steps remaining to be taken by school officials. Twenty-seven percent of the teachers responding asked for more supplementary texts, reference materials, magazines, and items for the classroom social studies laboratory. Twenty-six percent asked for the provision of more and better audio-visual aids or for the equipment and the improvements that must be made in the classrooms to use these instruments of learning to full advantage.

Seventeen percent called for assigning only interested and adequately prepared social studies teachers to handle United States history and other social studies classes. Teachers revealed a dislike for the general credential. They want only "strong personnel" hired. They asked for in-spring department heads. One commented, "The administrator dare not assign the United States history and government class to a math teacher or to the coach who has an extra free period."

Twelve percent wanted a more

democratic school, including the encouragement of freedom and experimentation, as well as administrative backing for handling controversial issues. Eleven percent asked for more planning between courses at the same grade level and between social studies courses at different grade levels in terms of recommendations of national committees and reports and state-wide minimum standards.

While ten percent sought administrative facilitation of field trips, guest speakers, and the use of local resources, six percent asked for a generally closer integration of the school program into the life of the community.

No Notices, Please

Ten percent desired a reduction in the use of class time for other school business and requirements. American history being often the one required course for all students of a given grade, it is a tempting place to make announcements, hold special meetings, give tests, and so on.

In addition to requests for supplemental reading materials, which headed the list, nine percent asked for the provision of more adequate central library facilities and materials. In view of the large size of American history classes, it was surprising that only eight percent of the teachers sought smaller and/or fewer classes.

Eight percent also would like more sympathy towards the importance of the social studies program displayed by the administrators; a few of them wanted increases in the number of required social studies courses. Five percent were in favor of help in forming and making time available for local, area, and state-wide social studies teachers' councils as a prime means of promoting in-service growth.

Only a very few teachers indicated any undue pressure by administrators or supervisors. The lack of this complaint, coupled with teachers' demands for increased administrative interest in the history program and for specific teaching aids, probably means that more supervisory help and direction are needed.

As was discovered in other portions of this study, teachers are also very free in most situations to organize and teach their individual courses. Some teachers complained that the resulting lack of standardization is one of education's major difficulties. This serves to indicate the

dedicate problem of balance between teacher autonomy and course of study regulations which many principals face.

Certainly, however, administrators need to know what is going on in the classroom. They must then do their part to help direct the history program, through the various channels open to them, towards meeting various minimum essentials, as well as helping insure the accomplishment of history's role in achieving the overall purposes of the school.

A statement by one of the teachers serves to reveal their views concerning the basic responsibility of the high school administrator: "Above all, let us have far-sighted administrators with clear policies to which the staff has agreed, who first of all want to provide the ideal atmosphere for learning, remembering that their prime function is to facilitate the main aim of the schools and the social studies — to serve pupils and community in developing better citizens."

A decade and one-half apart, a continent apart, teachers are pretty much alike: the desire for positive administrative action remains. One teacher claimed, "In eight years of teaching in several schools in two states, I have been visited only three times by my principal for purely supervisory purposes and then only for partial class periods. Never did a principal come up and ask, 'What can I do to help?'" Now this is an extreme example—or is it?

Make a Resolution

In any case the echoing complaints and suggestions of these teachers point up one resolution for the high school administrator. Today, in spite of lay advisory committees, curriculum consultants, more special supervisors, improved courses of study, teacher-pupil planning, and a host of other factors which may serve to keep the principal happily isolated in his office and ever more oblivious of the true meaning and derivation of his title, he must resist the temptation of forming such habits. Going out into the classrooms, he has the real opportunity to exert administrative leadership toward improvement in the social studies, as well as in other areas, through frank and concrete suggestions which the teachers truly desire and through the interested offer — too infrequently heard — "What can I do to help?"

State Audits Could Weaken

THE importance in school finance of auditing of school district books is now generally admitted. When it comes to who shall do the auditing, and for what purpose, agreement is much less general.

Auditing agencies used range from competent certified public accountants to laymen, but in a number of states the regular auditing agencies of the state audit school accounts,* and it is this practice which is here considered.

New York state has had such a system for ten years, and therefore can serve to indicate the effect on schools of audits by a state agency other than the Department of Education.

In 1943, the New York state legislature gave the department of Audit and Control the power to examine the records of every public school district in the state excepting those in cities of the first class. Since 1944, biennial examinations of district accounts have been conducted.

At the time educators received this new relationship with mixed feelings. Some believed that statewide auditing by a central agency outside of the education department might injure the educational program, particularly with regard to new ideas and invention. Others felt that the improvement in school business methods was worth the risk that the auditing service

might overstep its proper bounds, and that there was no reason for these bounds to be exceeded if school men were alert. It is now possible to examine trends revealed by the audit reports with a view to determining the validity of these fears and hopes.

The writer has made a study of a sample consisting of one hundred school district audit reports which have been made by examiners from the New York State Department of Audit Control since 1944. For the sake of simplicity, the recommendations made in these reports are classified in four major areas: *accounting*—principles of good bookkeeping, proper protection of funds and sound business management; *procedure*—failure to follow prescribed routine in financial affairs and clerical oversights; *malfeasance*—official misconduct in managing public school finances; and *policy*—payments or acts by the board of education considered to be without statutory authorization. The first two categories may be dealt with under the general heading of business practice.

Business Practice

A survey of succeeding biennial examinations of school district accounts shows a decided reduction in the number of corrective recommendations classified in the accounting and procedural groups. There are some indications that differences in

school size and expenditure level as well as differences in emphasis by the examiners influence the extent of this trend with regard to individual items. However, the outstanding fact is that there has been a noticeable improvement in the business management of school districts as a result.

That the improvement has taken place is shown by the fact that the same recommendation is seldom repeated to a school district in the second and third audit reports. This is a healthy sign that the audit is succeeding in one of its major purposes, the improvement of the management of school business affairs.

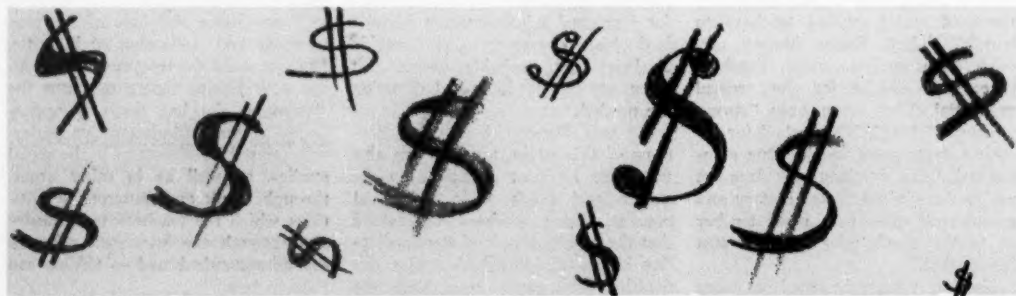
Malfeasance

The fact that no instances of malfeasance were found in the one hundred reports studied by the writer is a tribute to the high personal integrity of public school officials. That this is not an unusual situation is evidenced in a report by Mort that only 40 instances of "sticky fingers" were found in 27,500 examinations.†

The recommendations which touch upon policy control tend to involve situations where the examining service has rendered a quasi-legal decision. Based upon opinions from the Comptroller's legal staff, certain payments and activities of boards of education are ruled to be without statutory authority.

† *op. cit.*, p. 195.

*Paul R. Mort & Walter C. Reusser, *Public School Finance*, 2nd ed., New York: McGraw-Hill, 1951, p. 191.



Local Control

by JAMES ERVITI

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While it is true that the majority of such recommendations do not involve important parts of the educational program, there is a strong possibility that a less judicious administration of the Department of Audit and Control could result in serious inroads into the control of educational policy by local school boards.

The study of recommendations made during the three reporting periods completed discloses nearly equal numbers of items dealing with policy control in each period. This observation is in contrast with the trends in other classifications reviewed in the study. Higher expenditure districts seem to be affected more frequently in the policy control area than are lower expenditure schools.

One interpretation of this relationship may be that high expenditure schools are better able to try new arrangements which are generally recognized as part of the educational program. Since these experimental methods are not likely to be specifically authorized in the law, the auditing agency finds them to be improper and without statutory authority. If this line of reasoning is correct, then those who fear the effect of the audit are well justified.

Effect of Recommendations

The effect of the recommendations made by the examiners depends to

a high degree upon the local school board's understanding of its duties and powers in relation to another state agency.

The opinions of the Comptroller may be mistaken for final adjudications or, at least, the local district may attach disproportionate significance to an opinion expressed by a representative of a state Department. The opinions of the Comptroller have not yet been challenged in a New York State court by a board of education. On the other hand, the Department of Audit and Control has not taken legal action against a school board.

May Preaudit

Until a decision has been made no one may say whether the opinions of the Comptroller are valid or not. It is possible, however, for the Department of Audit and Control to give its recommendations a very heavy weight because, as a result of a constitutional amendment, the Department may preaudit the expenditure of all state funds including state aid to public schools.

Thus, the means is available for the Department of Audit and Control to put inexorable pressure on the local district to change policies relating to the payment of school funds for educational offerings.

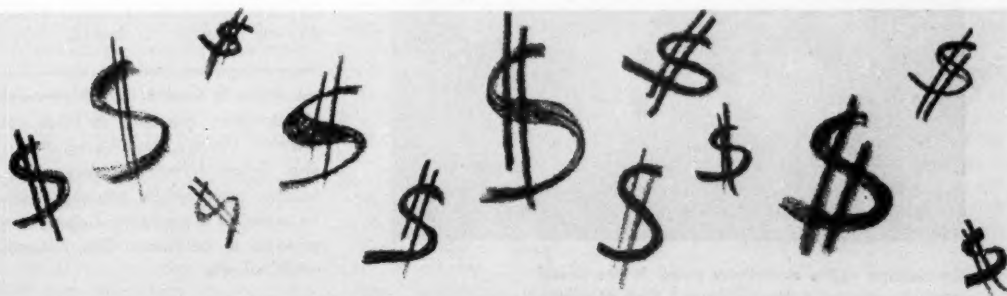
The fact that the biennial examina-

tion of school district accounts has produced beneficial results in the field of school business affairs does not reduce the danger that unrestricted audits may result in control over educational policy by the auditing service.

Amendment Needed

What can be done to retain the valuable aspects of the audit and eliminate the unfavorable is to amend the present law providing for an audit in such a way that it defines the scope of the audit, limiting it to a determination of the honesty, accuracy and security of school accounting methods and to the revelation of practices expressly and explicitly forbidden by law.

Educators should support and comply with all recommendations dealing with the improvement of school accounting, bookkeeping and business practice, but they should resist suggestions by auditors which might curtail any part of the school program. They should support legislation calling for the amendment of laws which now permit the auditing service unlimited latitude in defining the scope of the audit and should substitute carefully drafted legislation designed to limit the audit to its proper function. An unlimited auditing service is no more prudential from the point of view of overall educational management than is no audit at all.





Some Natchez elementary school principals show teachers new to the system the course of study.



On meeting nights committees dined in the school cafeteria. Informal table-talk helped solve problems.

Natchez

by LEO R. MILLER

THE face of the South is changing, and change brings problems. As a new South arises new situations must be met — situations developing as the result of new industries, labor-management problems, the growth of a heterogeneous population, and the multiplicity of new social tensions which accompany these changes.

Natchez, Mississippi, is truly representative of this new South. The discovery of oil and gas, the building of a new paper mill and the coming of an auto tire factory all have helped to alter the social and economic structure of the city and have resulted in the need for a revision of both its educational philosophy and educational practice.

In 1950, as D. G. McLaurin, superintendent of the city's schools, viewed these changes in his community, he realized the need for a modern and progressive statement of philosophy for elementary education and for a statement of curricular goals and course of study content that would help to implement that philosophy.

Natchez had no handbook for teachers, no guide to curricular procedures, no course of study. A teacher coming into the Natchez system for the first time was given no published materials to help her in the new assignment except the necessary texts. As one teacher remarked, "Our

Leo Miller is head of the Department of Elementary Education at Mississippi Southern College, Hattiesburg, Mississippi. School Executive readers will remember other articles published while he served as a teacher and elementary principal in the Kansas City, Missouri, public schools.

Teachers Develop a Course of Study

course of study was written by the publishers of our textbooks." It would be interesting to know to what extent this statement would apply to some other school systems.

In order to secure help in determining goals for a modern elementary school and to develop methods and materials to achieve those goals, Mr. McLaurin went to a nearby state college for aid from its staff and curriculum library.

The project was set up to cover the school terms 1950-1951 and 1951-1952, with the objective of each year writing a course of study for part of the entire elementary school program. During 1950-1951 the course of study for the kindergarten and grades 1, 2 and 3 was completed, and in the 1951-1952 term a course of study for grades 4, 5, 6, 7 and 8 was developed.

College Credit Given

All teachers and principals of the Natchez elementary schools worked at the task. Those desiring to do so received college credit, either graduate or undergraduate, for their contribution. No differentiation was made in the responsibility or participation of those who received credit and those who did not. Graduate and undergraduate students also served together on committees without any distinction being made in assignments. The Natchez school district paid one-half of all enrollment fees for teachers who earned college credit.

The entire elementary school staff was divided into committees to work on curriculum and course of study problems for the various grade levels and subject matter areas. Teachers were free to choose the committees with which they preferred to work, but voluntary shifting of staff members from one committee to another resulted in a situation which might have been one unique feature of the

program. Each committee was finally made up of teachers from all grade levels.

The second-grade committee, for example, consisted largely of second grade teachers, but it also contained teachers of all other grades from kindergarten through eighth. This provided a variety of experiences and viewpoints. Another value was illustrated by one teacher's remark: "Serving with a group like this should cure any upper grade teacher of saying, 'If those primary teachers had just taught these children anything, I could do something with them.'"

The staff reported immediately after the school day to a centrally-located building. Here they found coffee, doughnuts, or other light refreshments provided for them at school expense. After a brief period of relaxation, a general session began which might provide for discussion of a common problem, the introduction of a resource speaker, or the presentation of a pertinent film. These general sessions were comparatively short and soon broke up into committees and sub-committees.

Meal-time Talks

At the end of approximately two hours, the entire staff met in the school cafeteria for the evening meal. This was one of the highlights of the program and the discussions taking place around the tables often helped to solve the knotty problems the groups might be facing.

It was not at all unusual for community leaders and Parent-Teacher members to drop into these sessions. After the meal, the teachers met in another general session or returned to their committees for another hour's work.

Each winter's program required one full evening a week for twelve weeks. In addition, committees and

sub-committees held discussion and planning meetings during each week.

At the conclusion of this undertaking, all concerned — the staff, the administrative personnel, the businessmen and club women of Natchez, the interested patrons — all feel that it was a worthwhile accomplishment and that the results justified the expenditure of time and money. The more obvious values are:

Resulting Values

1. The elementary school staff of Natchez has a teachers' handbook which is rich in suggestions and resources for creative teaching and which can easily be revised to meet future needs.
2. This handbook is the result of their own efforts and was not imposed upon them by some specially picked "production committee."
3. The teachers engaged as a group in a cooperative enterprise to make a professional contribution to their school community. The pooling of ideas and increase in mutual respect resulting makes many regard these experiences as a milestone.
4. The citizens of the community had an opportunity to see a staff of teachers at work on an undertaking designed to improve the instruction of their children. The public relations value of this program is inestimable.
5. Perhaps the greatest though least tangible result was hinted at by Mr. McLaurin as he held a copy of the completed materials in his hand and said, "This course of study will be of great help, but what happened to the thinking of our staff members who helped in its development is the greatest contribution to our schools in recent years."



The Open Door Policy Is Not Enough

by J. H. HULL

THE attitude of the top administrator is the most contagious single element in the public relations program. Only when he and the other administrative personnel of a school system have accepted the idea that they are to serve the school system, rather than that it is to serve them, can they have some hope of having good public relations develop. With this idea as a foundation, the following principles applied to the development of the school program have produced good results in application in many school districts.

Open operation of any institution, including the public schools, means: (1) The Open Door, (2) Open Channels, (3) On the Table Dealing, and (4) Action in Terms of all of the Facts which it is Appropriate to Obtain. The first two principles go together and the last two go together.

Open Door, Open Channels

It is good, but not good enough, for the executive simply to maintain an open door policy. Such a policy can be a fact, and such a policy can

be in operation, and yet very few people go through the door, because the channels of communication throughout the pattern of the organization are difficult to pass through.

Also, many people can go through the door, but the channels be so muddled that the organization bogs down and resultant irritations build poor public relations. Keeping the channels of communication open so well and so effectively that not only intellectual understanding, but also emotional harmony, rapport, or empathy can be achieved and maintained, is the essence of sound administration in a democratic setting. This, of course, requires reciprocal communication — not just one-way lines of communication.

The second phase of open operation is the simple procedure of putting all the cards on the table and of obtaining all appropriate facts. Such a policy increases the likelihood of sound decisions and builds confidence in those who are observing the public business. It does another thing, too. It tends to convince even the opponents of a

Mr. Hull is superintendent of schools of Torrance Unified School District, Torrance, California.

policy that the policy has a sound basis, and when it does not win them, tends at least to result in passive acceptance or feeble opposition, when the policy is sound.

The goal of any program of educational public relations is understanding. This includes both intellectual and emotional understanding. A program that is understood is a program that is accepted. The factors of misinformation, misinterpretation and misunderstanding alone probably account for the majority of the support which antagonists of public education can gather together.

Good community relations is based upon face-to-face, two-way communications. In fact, this is one of the factors that makes for efficient administration in any organization and the prevalence of this factor within the pattern of the school staff relations is essential, as well as between the schools and the community.

Put Children First

A good school program, one that will be accepted by the people, is one in which the board, the administration, and the teachers as well as the community are willing to speak up for children.

It is pointless for the professional personnel to work on any public relations programs which fails to place the child first. A school system can't have good lasting public relations until it has a good program for children. The school program is the public relations program of the public schools.

A cooperative, harmonious, sincere community gets that kind of schools in spite of technical mistakes that may be made along the way, because such a community will support the things that make good schools. Administrators and teachers fortunate enough to work under these conditions produce a much higher quality educational service. However, it's the old story of the chicken or the egg. Which comes first in producing a good educational climate — the school or the community?

The attitude of administration has much to do with educational climate. The "know-it-all" attitude and the authoritarian position are to be avoided. An attitude of helpfulness and service to teachers and children,

rather than one that implies that they are serving administration, is conducive to good educational climate.

An attitude of helping the community to solve and meet its educational problems as a participant in its thinking, but not as its superior member, is one which administration does well to cultivate.

Staff morale contributes to community morale through better teaching, happier children, and satisfied parents. Staff morale is achieved, among several ways, by sound basic organization. When everyone knows to whom he is responsible and feels free to discharge that responsibility in his own way, morale goes up.

"PR" Begins at Home

Seldom does one realize to what extent the circle of people whom he sees and contacts daily make his public relations for him. It is their statements, their intimations, their eyebrow raising, voice inflection, and attitudes expressed in many ways that determine what those more distant feel and think about the administrator.

An executive can view himself as the center of a series of concentric waves of communication like those spreading from a stone dropped into quiet water. He makes his reputation and to a great extent the reputation of his organization by the way he treats the people who immediately surround him. They each in turn are centers from which the word passes along numerous grapevines.

Community participation is basic in determining needs, formulating the program, and in developing the financing. Without it the program is a pre-determined concoction superimposed by the professional people. With participation, the program becomes the community's program, of which the citizens are proud and which they are willing to support. The fear-of-the-people bugaboo must have its source in the fact that some school people have something to hide.

Public relations is not selling education; not high pressure tactics. The same principles of learning apply to the development of community understanding of the school program as apply to the child's understanding of the Constitution of the United States.

The selling idea is out, because it implies a prepared product. Education is not that and cannot be made to conform to a standardized pattern. Selling serves business well, but it serves education poorly.

Good public relations for public education is best built through a long range program. The "pecking away" technique is far superior to the sledge hammer blow. The latter not only causes severe reaction on the part of the receiver, but causes equally violent wear and tear on the deliverer.

Emergency measures and policies of expediency seldom put the program on a sound basis. Good public relations cannot be maintained with a program that is not defined or which doesn't exist.

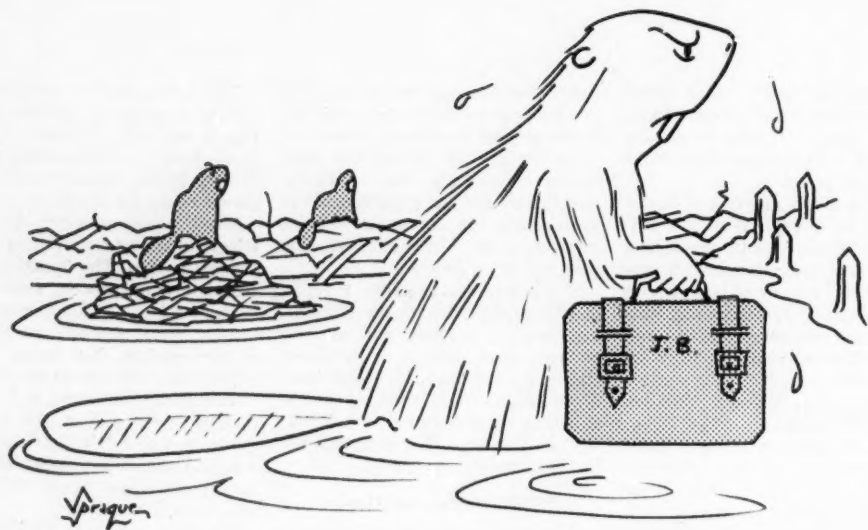
No single device or individual can do the public relations for the schools and no individual member of the organization can separate himself from his public relations responsibilities in the community without becoming the point of poor public relations.

Good public relations result from a sound organization, with a sound operating policy, sound philosophy and good communications, and not from tricks and devices.

The People's Schools

With all the foregoing in mind, the professionals still have to keep before themselves the fact that the schools are the people's schools, not "our" schools. The unconscious way in which the professionals get to talking about "their" schools reveals a vested-interest attitude that has no business in the picture. We (the professionals) are here to help the people have the kind of schools they want for their children. We are not here to tell them what kind of schools they must support for our benefit.

More power to the critics of the schools. They remind us that the schools were established to meet the purposes of American society; society does not exist to serve the schools. The schools are merely the extension of the home teaching by parents to meet the needs of a more technical social order. Let's open our eyes and indulge in a little self-criticism before we use the public relations program to defend what we are doing. Let the critics prove their points, if they can. In the process, we'll all benefit.



"... it is doubtful whether there is in beaver history any authentic record of beavers who failed to agree and went off in a huff. People, on the other hand, are always doing just that!"

balance big city glamour with . . .

A Course in Small Community Living

by MARGERY WELLS STEER

NOT too long ago, residents of Beaver Township in north-west Ohio received the following letter from their local civic club:

Dear Fellow Beavers:

Some years ago our namesakes had a fine community somewhere along Mill Creek. Each spring they cooperated in repairs and building for the common good. No one was strong enough or wise enough to act alone. It took cooperation. Eventually they failed to agree and each went west, leaving the township to the Indians and to us.

Beaver Township Men's Club is organizing for the season. It wants your suggestions as to the projects that should be undertaken for the good of all. It has decided to offer two prizes for the best suggestions. . . The letter went on to list contest rules and announce prizes. A footnote explained that —

We thought of offering \$10,000 but decided \$10 was better. Any Beaver

with \$10,000 would be no good for WORK!

The moral of the little fable used to spur Beaver Township citizens to action is that beavers and human beings have a lot in common. They are sociable by nature; they live in communities; the structures which serve and protect them must be built and maintained by cooperative effort. However, it is doubtful whether there is in beaver history any authentic record of beavers who failed to agree and went off in a huff. People, on the other hand, are always doing just that!

Life-size Problems

Instinct takes care of the beaver community, but the human community depends on a more deliberate and conscious process of learning to live together. No wonder history is full of stories of people who fell out with one another, and of communities which consequently disappeared or

Margery Steer describes herself as a "teacher by marriage" who is "especially interested in the role of the public school in the rural community." With other interested citizens she is working through the Northeastern Ohio Community Institute for a course in "Small Community Living" such as she advocates in her article.

were taken over by others more adept at cooperation. How, then, can the art of community living be learned?

The complicated business of getting along together peaceably and pleasantly on this planet seems to be getting harder and harder to master. If community life is not to become a lost art in the modern world it must be practiced, perfected, and preserved in the thousands of small communities of which Beaver Township is typical. In the rural high schools which serve such communities two activities often take place which suggest both a need and an opportunity.

Drop in some evening at the schoolhouse and you may find a group of fifteen or more assorted citizens gathered around a table carrying on a brisk discussion. The group quite likely includes one or more ministers, a teacher or two, several housewives, a business man, a farmer, a mechanic, a couple of public officials . . . representing community organizations and agencies, these people make up the community council. They have met to consider their community as a whole, to determine its needs, and to plan for its future welfare.

What needs do all the people of small communities share? What are the assets of the small community . . . and what are its problems? How can each organization contribute to the life of the total community? How can differences be reconciled? How can tolerance be achieved? Toward what goals should a community strive?

Universal Problems

These questions bear a striking similarity to those which baffle United Nations representatives as they struggle to establish a world community. The fact that local issues are *miniatures* of problems which are world wide in scope by no means assures that they will have simple solutions. Community council members, if they are to be effective community builders, need to have a clear idea of what constitutes a good community and some training in the techniques of community action. Yet many a council member serves his community in this capacity without preparation of any kind, it being assumed that no particular wisdom is needed, or that it will be given from on high when called for.

A morning visitor to the same school may discover the members of the high school civics class grouped

around the same table. They speak vaguely of democracy and citizenship. They discuss community life in broad, general, far-away terms . . . big business and industry, city governments, public education in the United States, crime and its costs to the nation, the collection of garbage in metropolitan centers, and the policing of the globe . . . but seldom of the affairs of the small community of which they are a part.

Prepare Leaders

Yet many of these young people will be living, ten years hence, in the small communities of the future. They, in turn, will serve on community councils. Will they see their villages in historical perspective? Will they understand that the small community is the most ancient and persistent and important unit of human association, in which the family is protected and strengthened and ethical relationships are first practiced? Will they think of it as the place in which democracy was born and in which it may be allowed to die? Will they recognize the dangers that threaten it in modern life and can they devise means for its protection? Will they see in the small community a career and a challenge or will they consider it a frustrating dead end?

The rural community is constantly producing young folks of outstanding ability who are promptly drawn from it into city homes and jobs. That is the tragedy of many a small town. When the meaning of the small community in our society was first called to her attention, a former student of the Beaver Township School who is now a university graduate working in Manhattan wrote:

"People like us take for granted the down-at-the-heels status of the rural community but are willing to think and perhaps act when encouraged. . . . At any rate you've made us think about this and we've grateful."

The rural high school has the op-

portunity and the obligation to start this kind of thinking in its student body. It can be the link so badly needed between the adults who grapple in the evening with the problems of community-building in the home town and the young people who study "Citizenship" in the morning. By offering to juniors and seniors a course on *The Small Community*, which would include both its historical meaning and its future possibilities, the school can render a service to both student and community.

Materials for such a course are abundant, of great variety, and of unusual interest. Poetry, fiction, and the classics turn the spotlight on small towns and rural life. Farm organizations and magazines feature services to small communities and stories of community projects. University extension services and rural sociologists publish excellent material which point the way to better communities. Community Service, Inc. (Yellow Springs, Ohio) is a non-profit organization set up for the express purpose of stimulating interest in the small community and providing tools for its improvement. And, of course, the community itself lies just beyond the school door ready to be explored and needing to be served.

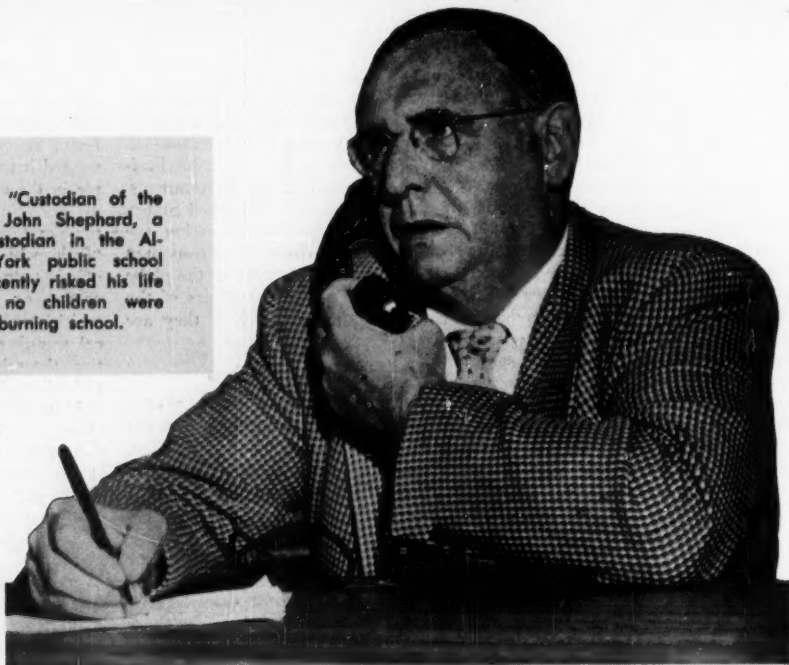
Offset City Glamour

The heedless youngster who believes the sun rises and sets behind city sky lines deserves, for his own sake and for society's good, to be enlightened. The rural high school can help him to a new understanding of the town in which he lives and in so doing can render a service to both student and community.

The beavers have not done badly, depending as they have on instinct, but the human race must learn community living a harder way. It is not an elective; it is a required course. It is *not* a snap! If we fail to pass it, perhaps Nature and the beavers will take over again.

*the youngster who thinks the
city is everything deserves,
for his sake and society's
good, to be enlightened*

Nominated as "Custodian of the Year" is Mr. John Shephard, a supervising custodian in the Albany, New York public school system. He recently risked his life making sure no children were trapped in a burning school.



Custodian of the Year

by ABEL HANSON

How much is a child's life worth? Is it worth risking your own? Mr. John Shephard, a supervising custodian in the Albany, New York, public school system, thought so. Or perhaps he didn't take time to think. It's more likely that he acted from instinct that matures from long association with children in the schools.

John Shephard was on the second floor of old school No. 24 when the alarm sounded. The building sprang into action, and it appeared that fire drill was successfully evacuating the children. But John Shephard still had a disturbing thought. Perhaps some youngster was trapped — overcome by smoke which now filled the building — caught behind a jammed door. The fire was mounting fast, but there was still time to make sure. So John Shephard began a search. From room to room, in all of the crannies typical

of an old school building, shouting when smoke obscured his vision, he toured the second floor.

Then John Shephard dashed down to the first floor. He saw a teacher and a group of children heading for a stair exit just as flames shot upward like a blow torch. He directed the group to a window, smashed out the glass, and handed the children to helping hands below. Then he began a search of the first floor. He found no one but an equally heroic policeman. The two were trapped. Flames had enveloped all of the exits.

No Children Trapped

Knowing the building by heart, John Shephard led the policeman to a teachers' washroom and closed the door. From the window of this room they jumped. John Shephard broke a leg and seriously injured the other heel — a small price, he feels, for assurance that "there were no kids trapped in old No. 24."

There were other heroes at the fire, and credit is due them, but we use here the case of supervising custodian John Shephard to dramatize

again the importance of first class custodial service in the schools. By formal resolution he has been commended by the Albany Board of Education. He has earned the affectionate gratitude of the people of Albany. Of him Superintendent John W. Park says, "We all feel that his heroic action in the face of grave danger was certainly commendable."

Moreover, John Shephard was invited to come to New York City this summer, where he received a certificate of meritorious service from Columbia Teachers College at that institution's June workshop for school custodians. He also served as visiting consultant. Says Professor Henry H. Linn, director of the workshop, "We need more John Shephards in our schools. He epitomizes the modern alert school custodian, who, like the teacher, gives first thought to children in the routine of his job as well as when disaster strikes."

THE SCHOOL EXECUTIVE takes pride in continuing a practice begun last year, by nominating Mr. John Shephard of Albany, New York, as Custodian of the Year.

Abel Hanson is General Secretary of Teachers College, Columbia University, New York City.

SCHOOL PLANT

News & Views

Superintendent Archibald Shaw discusses:

Cooperative Planning of School Buildings

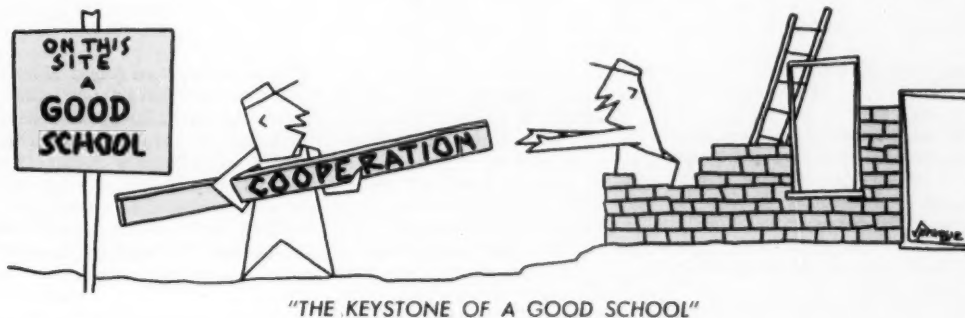
HOW CAN WE HAVE real cooperative planning of school buildings? Cooperation is basically an attitude. It does not spring full-blown, but must be nurtured tenderly. It is also a collection of techniques — which, of course, are useless unless undergirded with that basic attitude.

Humility and trust are starting points: a *humble awareness* that solutions worked out jointly with others will almost certainly be not only better accepted but will be genuinely better as well; a *trust* in the motives

tration, where superintendents and school boards, working closely together themselves, have built confidence and faith through other cooperative ventures.

The answer to the topic question, however, is not that we cannot get real cooperative planning of school buildings, but, rather, that we must first take stock of a given community where we are in the development of these attitudes and the acquisition of these techniques.

Then we must weigh realistically the urgency of the building need against reasonable expectations for growth



of the co-workers and in their ability to separate prejudice from fact.

These require self and group discipline — exercises in increasingly broad areas — and are built by example as well as exercise. Fortunately they are contagious. Even the most hard-bitten person will respond to persistent faith and genuine humility.

Perhaps this says that cooperative planning takes time. Groups may have to start small and add to themselves. Problems to be solved may have to be relatively simple and minor at first until both the attitude and the technique of cooperation can be learned and accepted.

The Constitutional Convention succeeded only because of the long experience of town meetings, of House of Burgesses, and the like. So will cooperative planning succeed best where school people have shared admini-

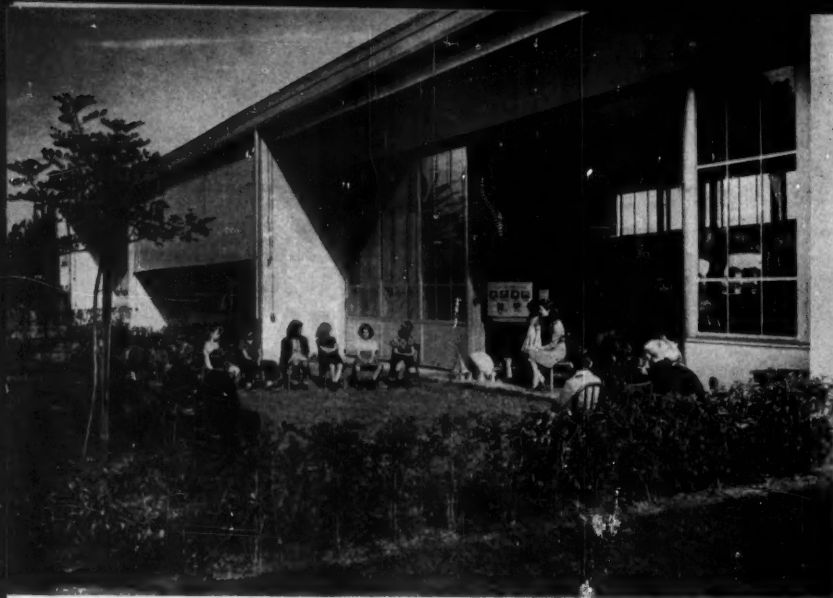
of the cooperative attitude and process.

In a few fortunate places, time can be taken for full flowering, or perhaps the buds are all ready to burst forth.

In others, however, the answer will be to plan for steady improvement, perhaps expecting to achieve less than perfect cooperative planning on this problem, but building for more "real" planning on the next.

The poorest building resulting from that spirit will be a good one, and the steady development of that spirit will do far more for the community and its schools than could the best school building do alone.

Mr. Shaw, Superintendent of Schools in Scarsdale, New York, is currently seeing the cooperative process at work in the planning of a new junior high school in his own district.



Children in the Corona School, Bell, Cal., designed by Richard J. Neutra, need never feel cut off from nature.

In Plant and Curriculum . . .

Leave Room for Nature

by WILLIAM G. VINAL

THE GARDEN CITY" is a title that has been accorded Newton, Massachusetts. Whether it will continue to deserve the accolade is something that can never be definitely determined. Like democracy, this title must be won anew by each generation.

It becomes increasingly difficult for succeeding generations of school children to learn love and reverence for nature's beauties. The schools themselves are too often million-dollar rock piles put up without thought for the surroundings. What little soil there may be is frequently turned into an asphalt desert lest small feet bring mud into the school building.

The recently developed school grounds program in Newton, Massachusetts, schools was based on the idea that children must have some

contact with nature to learn to enjoy it and appreciate the necessity of conserving it.

Conservation begins at home — and in the school home — and is applied alike to bread and butter, heat, light, water, products from the soil and Christmas decorations. Conservation, in other words, doesn't mean just immense projects like reforestation. A view of soil, water, forests and wildlife in terms of their human values can be learned from conservation practiced on a very small scale — it includes what one does in his own back yard, the use of flowers, dandelions for "greens," and bird baths.

Learn Wise Use

Conservation means wise use. It means the use of glacial boulders at the Davis School to make outdoor stoves for picnics; it means using logs from dead trees at the Emerson School for a friendly camp fire circle; it is nothing more than the recognition that the hillside in Mrs. LeBert's orchard makes a fine background for a pageant by boys and girls from Day Junior High. It is "reforesting" with a handful of saplings the idle

strip of land between Angier School's fence and the Boston and Albany Railroad, or even using lunch hours at Stearn's School to weed the school garden. It is Bigelow Junior High children carrying home in paper cups the red maple seedlings found growing in a corner of the grounds, and the inviting of neighbors to a tree planting ceremony.

Here is how Newton schools arrived at a program that includes these things. The procedure was to meet about a dozen democratically elected pupil delegates — sometimes the Student Council — for a brief exploratory census of the school grounds. Several staff members also came as observers. The youngsters, equipped with notebooks, sketch paper, sharp pencils and sharp eyes, served on such committees as map, museum, landscape and secretarial. Delegations did not have to wander far in any direction to recognize the neighborhood need for beauty. For example, the Catholic Church grounds in front of the Burr School has set a standard of landscape beauty. The Burr children stood on the sidewalk in front of the school. In one direction they could see

Known to many as "Cap'n Bill," William G. Vinal is presently professor of Nature Education at Sargent College of Boston University.

beauty, and in the other direction (that of their school) they could see the need of beauty.

The reconnaissance of the environment in which they play, work and live was followed by a return to the homeroom where they sparked a school-grounds movement. The findings were presented by the self-organized map committee, landscape committee and museum committee. With the assistance of the secretaries they conveyed ideas to members of their groups by charts, maps and panels. On their own initiative they carried the ideas to other grades or rooms, to the assembly, and to the P.T.A. From the start it was pupil-to-pupil planning, pupil-to-pupil reporting and, when opportunity arose, pupil-to-neighbor interview.

Environmental needs were listed on the board for discussion along with plans for using profitably such available natural resources as trees, rocks, logs, slopes and water. Names of community personnel who might help were jotted down near their areas of specialization.

Every child becomes a consumer-citizen in the functional problems of everyday life. Buying and selling is a necessary part of the outdoor program. In listing the immediate needs the word "money" soon arose. Their ideas were not unlike the present day thinking of adults. One girl was sure that the church would help. Others suggested a poll tax of ten cents or so per week. There was the Santa Claus idea of going to the P.T.A. for a handout. Still others believed that the money should be earned.

Financial Affairs

Learning to manage one's personal and group financial affairs requires wise, efficient planning plus guidance. It may be of interest to list a few resulting business transactions: The Williams School earned \$30.00 and spent \$25.00 for two dogwoods to be planted on Arbor Day. The Franklin School was given 18 hemlocks and 2 maples. The Forestry Department grudgingly gave shrubs but predicted that they would all be destroyed in a year. At the end of a month not a plant had been molested and the principal said with satisfaction: "I now have 450 F.B.I. detectives".

Mr. Marano at the Emerson School gave the children a bushel of bulbs and some willow cuttings. Mr. Co-

lantonio at the Hamilton School, fondly called "Mr. C.," said, "If I were given a few bricks, I have just the place to teach the children to raise mushrooms."

The survey committee at the Ward School saw the ground maintenance crew in action. Some were picking stones off the lawn to prevent injury to the machinery. An interview brought out the fact that children could help by refraining from throwing stones into the grass.

At the Davis School, Norman would have earned a \$1.50 on the Golf Course but he preferred to speak to the visiting teachers about his trip to the Waltham Field Station with soil samples. The Davis School made a recording of all events and even purchased a camera so that the children could use visual aids to tell about their enterprise.

Not long ago play was associated with evil. Today the playground is a legitimate part of the school grounds. Parking areas, gardens, ponds, amphitheatres, and camps are more recent additions. Only a generation ago Newton had gardens, orchards, brooks, frogponds, large front yards, streets safe for play, places to swim and skate, and neighbors.

Like Arabs in the night these things have gradually disappeared. Perhaps the Mason School at the population center typifies the archaic past in the living present. The expensive granite horse fountain, presented to the city to quench the thirst of man and beast, is a memorial to a forgotten past; yet with petunias, geraniums, and vines in its hollow it could be again a thing of beauty and civic pride.

The scion of the Washington Elm, protected by a fence of metallic armor, which is also a catch-all to harbor papers and discarded bottles, is inconsistent with the spreading of tarvia to the base of sidewalk trees which soon must die from thirst, hunger, and abuse.

But even today a child delegation does not need to travel far to discover neighbors with outdoor hobbies. It may be only a window box or a tree in a tub. Often there is evidence of interest in birds in the form of bird houses, feeding stations, or a bird bath. Outdoor fireplaces, bulbs, rock gardens, fruits, bees, and pets are other indicators. A map to show vestiges of earlier cultures, plus

outdoor hobbies of neighbors, is enlightening. Interviews to discover the origin of life-long interests read like a novel. Perhaps a community garden or nature club fosters these hobbies. Outdoor hobbies may be the accumulating of knowledge, the acquiring of natural objects, or the creating of something to share with kindred souls. Because of the significance of outdoor hobbies, schools should be concerned with helping children to acquire these hobbies.

In listing the objectives of the Schools Grounds Program I have referred to specific schools. I now wish to refer to School X. If any reader recognizes School X, I trust that he will not be offended. If anyone is under the delusion that he does not teach in School X it might be well to refrain from throwing stones. The New York Sunday Times for April 20, 1952 reported that in 1951 juvenile delinquency had increased twenty percent in New York City and ten percent in the nation.

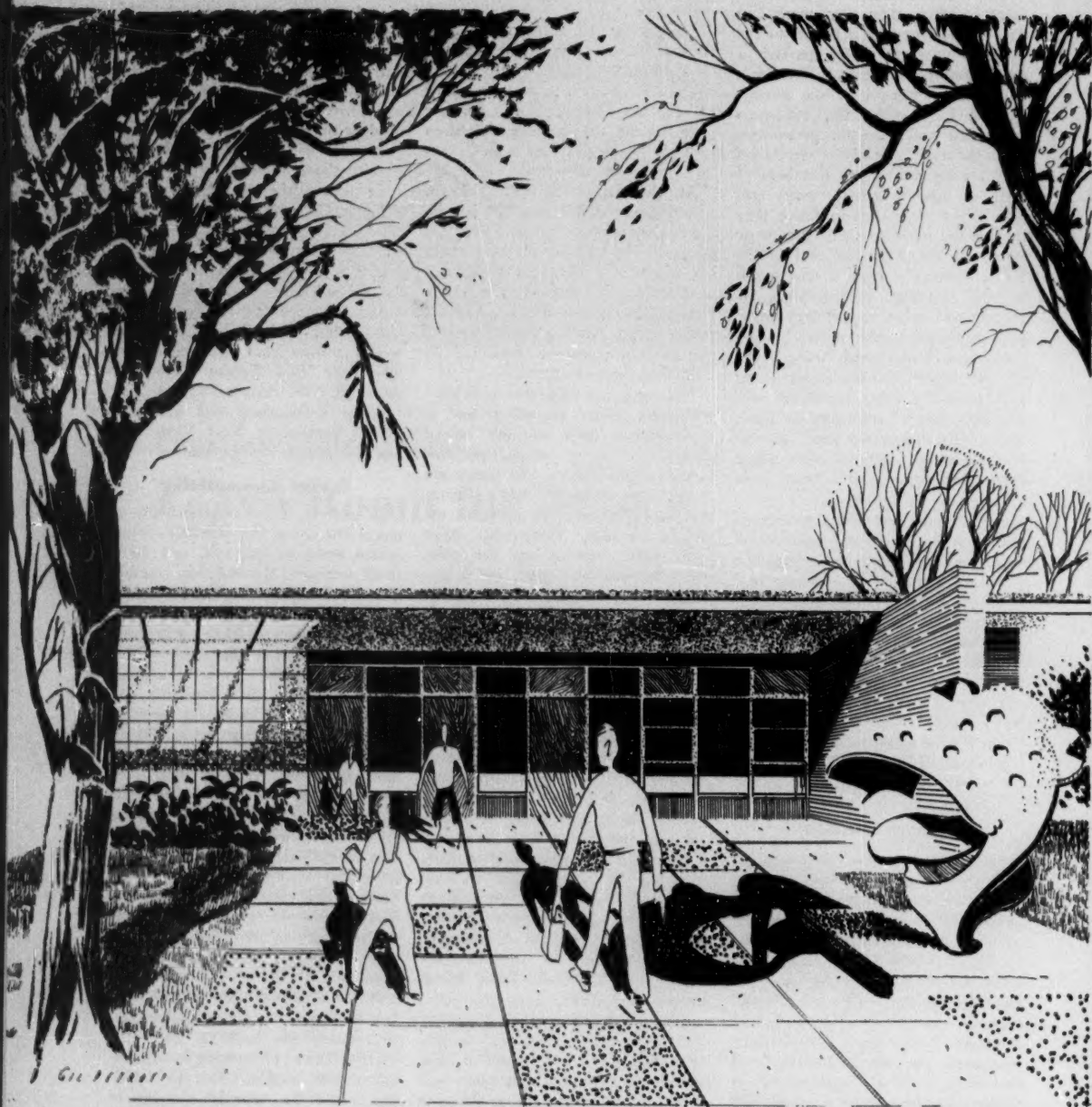
Fosters Responsibility

In School X, a neighborhood of moral frustration, the children's committee stood in one spot and, in a small section of the building, counted nine window panes broken by stones. The principal said that materials and labor would cost \$8.00 to replace one window pane. He also informed us that it cost \$10.00 to reset a glass brick.

There were no estimates on what it would cost to remove misplaced paint; to reseed deserts; or to replant mutilated shrubs. If all of these were computed on the unit system the grand total would be discouraging to the good intentions of children. The delegation had discovered enough functional arithmetic, enough practical art; sufficient social science; and enough problems to meet the betrayal of democracy to satisfy any educator who believes in the integrated program.

It seems almost trite to say that it is useless to teach one kind of lesson within the building when the opposite brand of learning is happening on the outside. Character building is not the essential purpose of outdoor education, but it is one concomitant of it. The chief purpose of migrating to the school grounds is to bring to the child's in-school hours gripping, creative activities which foster free expression.

PART V: a study of five award-winning school designs



Material to the left of the entrance doors is yellow glazed ceramic tile. Metal sculptured frog at right, the most common pet of children in the district, was added to accent the main approach and to suggest a mascot for the school.



- | | |
|---------------------------|---|
| location | • Aiken County, South Carolina |
| architects | • William G. Lyles, Bissett, Carlisle & Wolff |
| educational consultants | • Engelhardt, Engelhardt & Leggett |
| superintendent of schools | • A. J. Rutland |

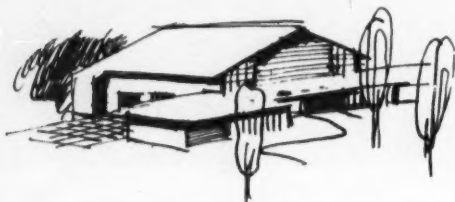
Wagener 12-year school

WITH THE presentation of the Wagener 12-year School, THE SCHOOL EXECUTIVE concludes its study of the five award-winning entries in the 1952 Competition for Better School Design. Of the five winners, three have been constructed, one is to be occupied this fall, and the Wagener School has been let to contract.

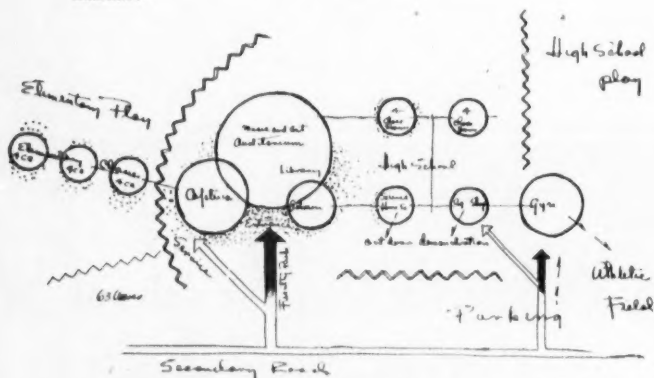
The study of the Wagener School is presented in terms of its plan and sketches of exteriors and various interior spaces. In perusing this study, the reader is asked to pay particular attention to the plan. The flexible arrangement of the various building units on the site and the separation of these units can be readily seen. Note also the elaborate use of outdoor spaces. In the sketches observe particularly the novel tilt-up classroom walls which extend the usual teaching space from 900 to 1800 square feet.

wagener: planning

In an effort to bring about a complete separation of Wagener elementary and high school students and yet remain within the limited budget, Architects William G. Lyles, Bissett, Carlisle and Wolff sketched out a campus type plan. This allows flexibility in teaching where outdoor areas are desired for each classroom, with a maximum of separation between them. The preliminary sketch illustrates the approach to the problem. A single and centrally located administrative unit with facilities common to both elementary and high school programs was designed:



Emanating from these central facilities are seven well separated classroom units and a high school gymnasium:



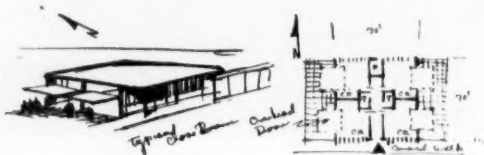
All vehicular traffic is confined to the northernmost area of the property. Pedestrian circulation will never have to cross vehicular drives in moving to any portion of the 63-acre site. This scheme affords noise barriers and sight blocks between quiet academic classrooms and vehicular traffic. The public has ready access to the administrative and athletic spaces, with ample parking area, and does not enter or pass through other portions of the school. Service drives to the cafeteria and fuel tank and to the agriculture shop are convenient from the approach drive.

All of the classrooms and the administrative unit are interconnected:



Students may travel directly to their classroom building from buses without passing through any other building. During inclement weather, the cafeteria may be used as a bus waiting space, thereby avoiding student congestion in the entrance lobby.

Classrooms are oriented with windows on the north and south. A slight roof overhang on the north helps reduce sky glare. The roof of the open corridors on the south side shields windows from the sun:

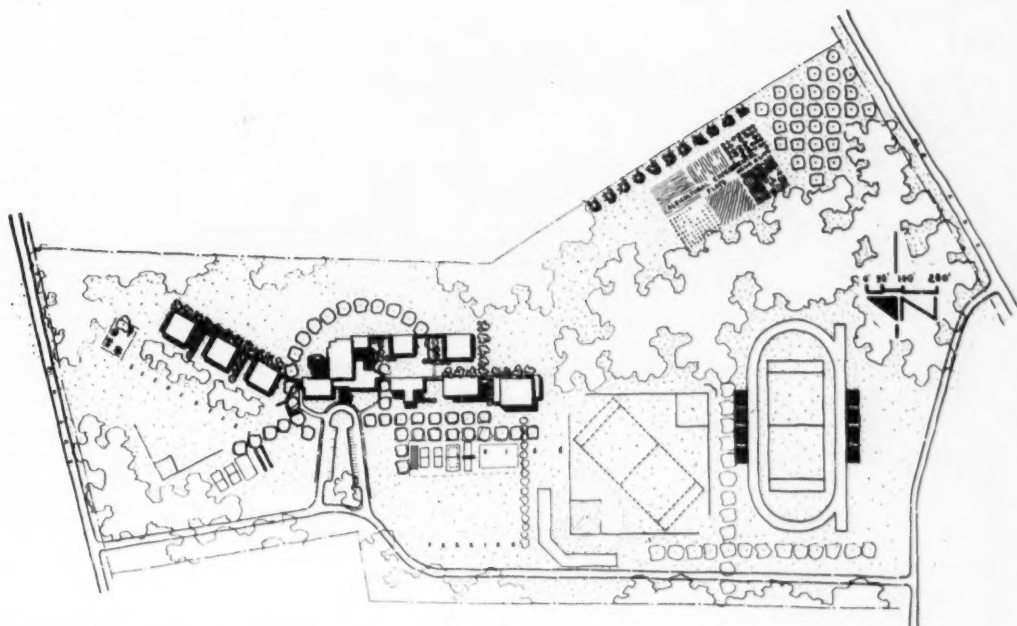


The original classroom sketches, including the self-contained four-classroom unit with a tilt-up wall in each classroom opening directly to the outside, were entered into the final plans with little change in concept:



A final important consideration in the original sketches was the separation of elementary outdoor activities from those of the high school. Note again in the second sketch that outdoor activities of home economics, science, and shops were placed in front of the building. The high school play area runs to the southwest, separated by trees and shrubs; the elementary play areas run to the southeast.

From these original sketches the site plot plan, shown on facing page, was developed. Note the development of experimental plots for agriculture and the extensive portion of the site that was left wooded for nature study.



Ultimate site plot plan was developed from the original sketches shown at left.

wagener: costs

On May 7 this year, the plans and specifications for the Wagener 12-year School were submitted to bid. The single contract was let for \$601,206, or \$7.59 per square foot. This amount was 11 percent below the estimated per-square-foot figure of \$8.50.

In designing the Wagener School the architects were limited in that building construction costs should not exceed those of the conventional type of building erected elsewhere in South Carolina. This was a real challenge since it first appeared that a campus type plan, with its additional exterior wall surfaces and longer runs of utility lines, would be more expensive. Previous buildings designed by Lyles, Bissett, Carlisle and Wolff had been constructed in the range of \$5.79 to \$8.43 per square foot.

To keep the costs within this range, the architects had to research such innovations as the tilt-up walls and heating systems. They had several full size pilot models of the tilt-up wall constructed including their specially designed operating hardware. During the design stage, they found that one central heating plant would be too costly for their budget limitations. Their solution was to install one or more furnace rooms in each building supplying forced warm air around the perimeter of the student spaces, with fuel oil supplied

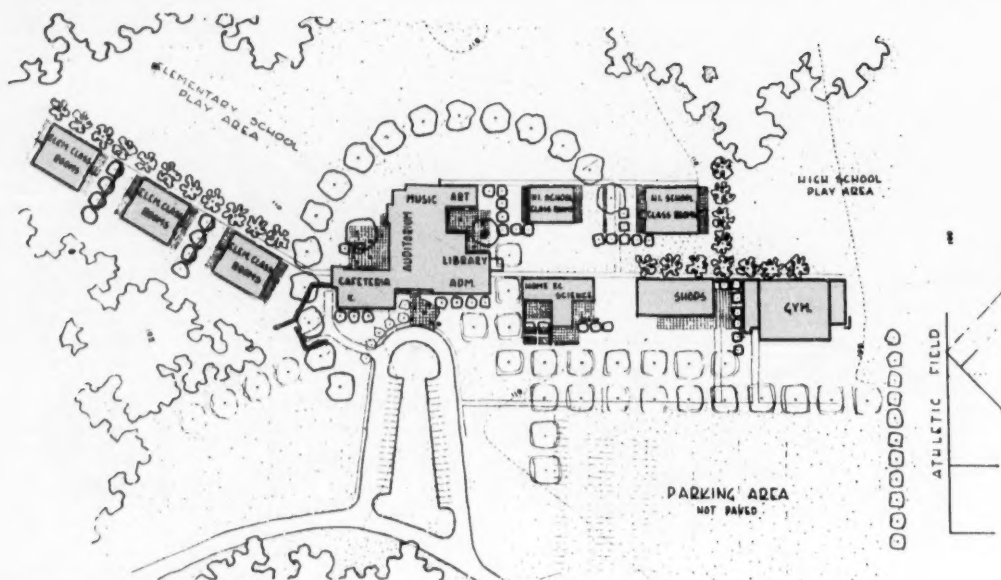
by gravity from one central fuel tank located at the service drive. A cost analysis of this heating system proved to be approximately half that of a central steam system and somewhat less than the system that would be required if the school plant had been housed under one roof.

Further savings were effected through repetition of the structural members to reduce fabrication and erection costs. Since the educational program stipulated that each room should more nearly resemble a working laboratory than the traditionally finished classroom, the architects were permitted to leave structural members exposed. A high-low density board serves as an acoustical ceiling as well as insulation and as a form for the three-inch poured gypsum roof deck.

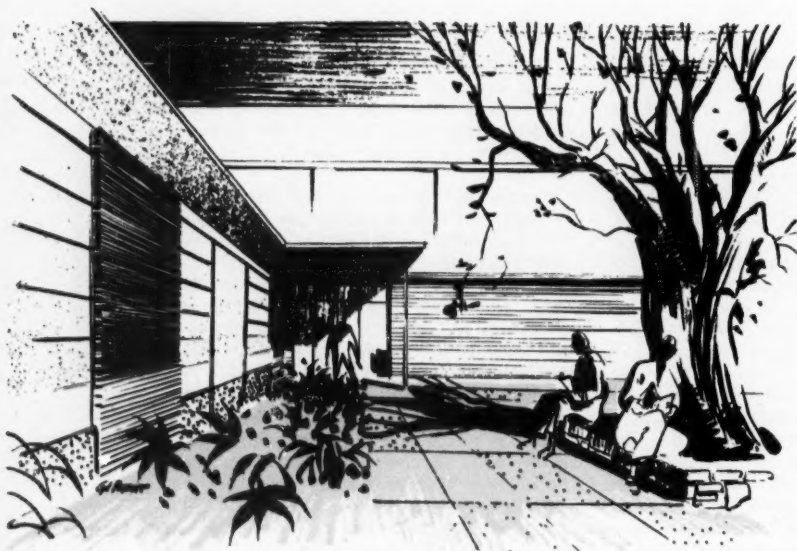
Steel arches are to be used in the gym instead of trusses. The architects found that these arches are comparable in cost to trusses and permit the desired height in the center for the playing court. At the same time, the height of the side masonry walls is reduced.

Probably the greatest economy in the Wagener School is its extensive use of the out-of-doors. Because of the climate it was not found necessary to enclose a great deal of space in order to provide all of the desired space for teaching.

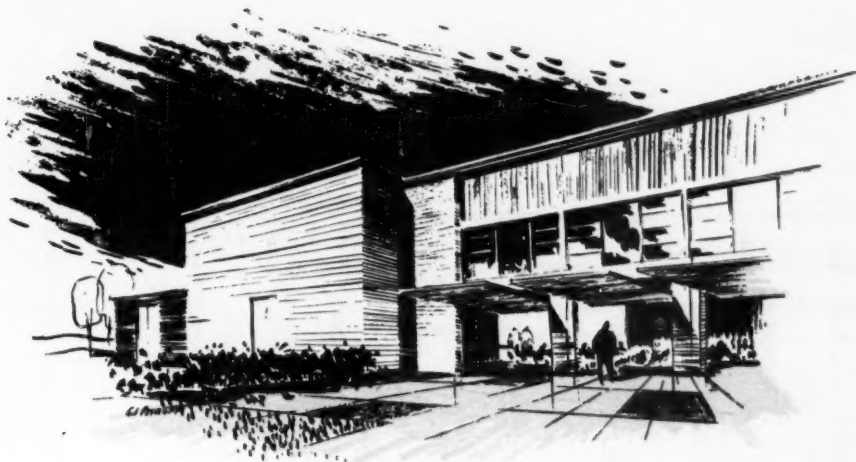
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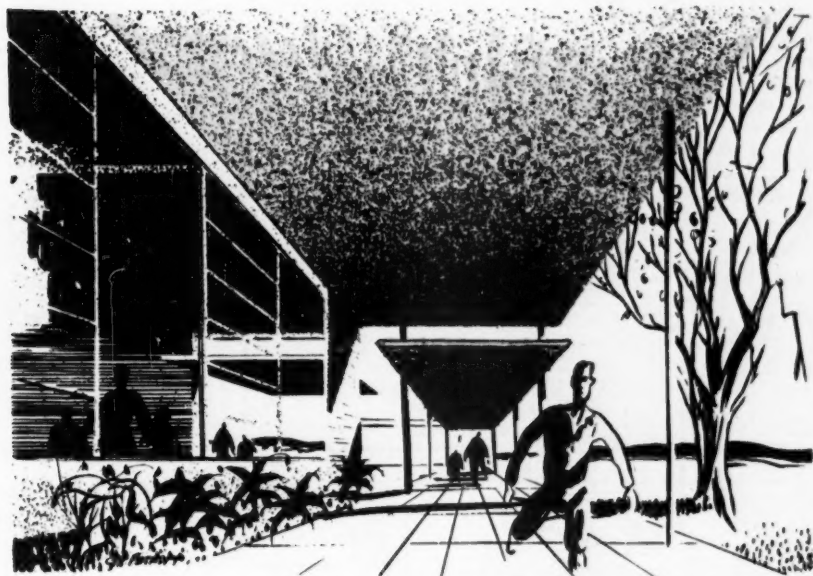
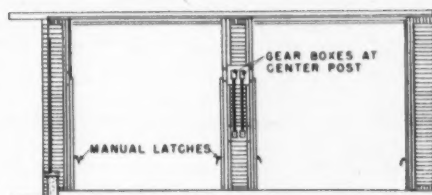
Elementary school units at left and high school units at right emanate from the central administrative unit which includes cafeteria, library, auditorium and offices. Each classroom has its own outside court—a design feature which South Carolina's mild climate allows.



This court adjoins the library and arts and crafts room. It may be used for reading, painting, exhibits, group discussion, decorating stage scenery or relaxation.

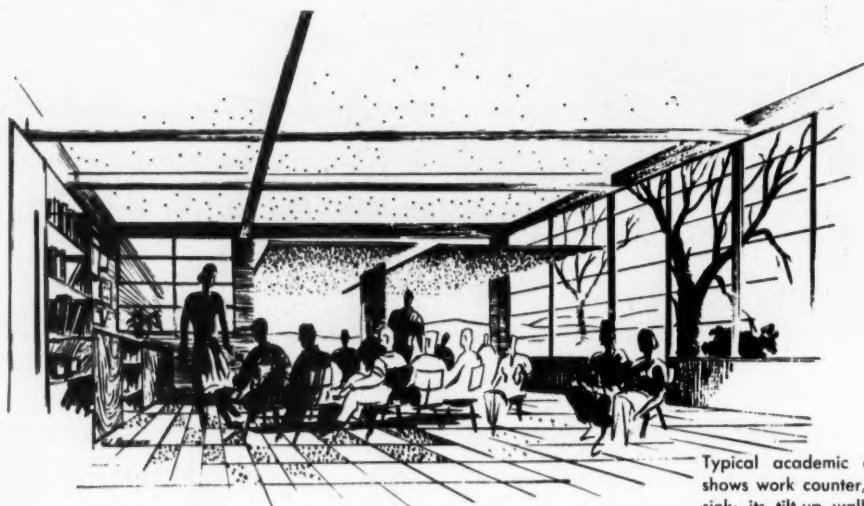


A similar court opens from the cafeteria and auditorium. Note the unique tilt-up walls which open from the auditorium. The court may be used to increase auditorium capacity or for outdoor dining. Possibilities for community use are infinite. Cross section at right shows tilt-up walls in closed position; these can be opened automatically or manually.



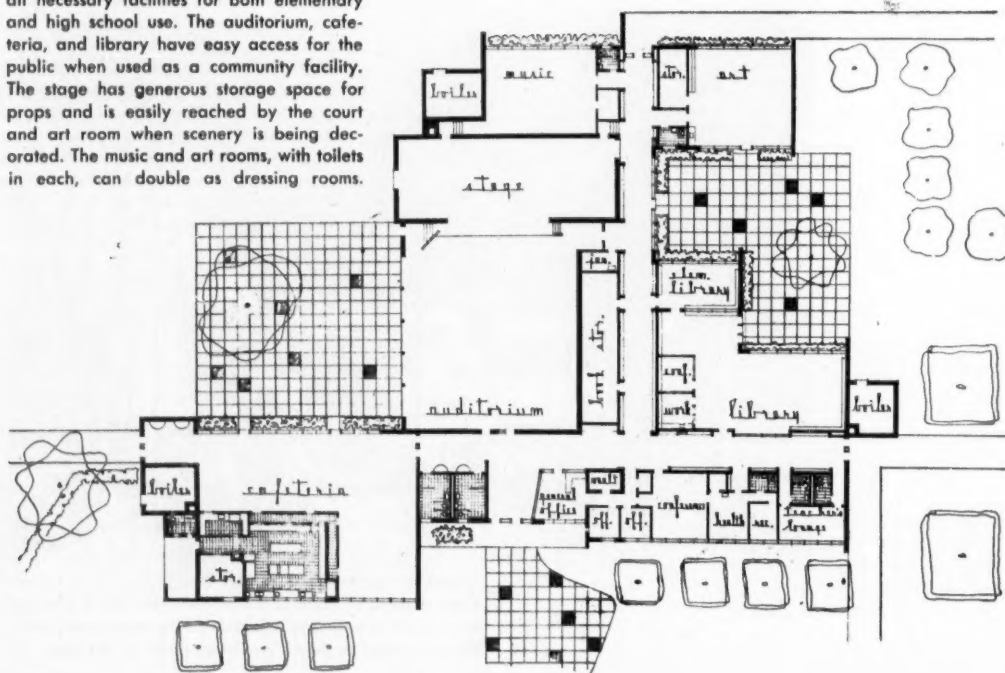
Circulation between units of the campus type plant follows these covered corridors. Between units the roof is dropped to a minimum height of 7 feet 6 inches; along each building it is raised to permit maximum entry of daylight.

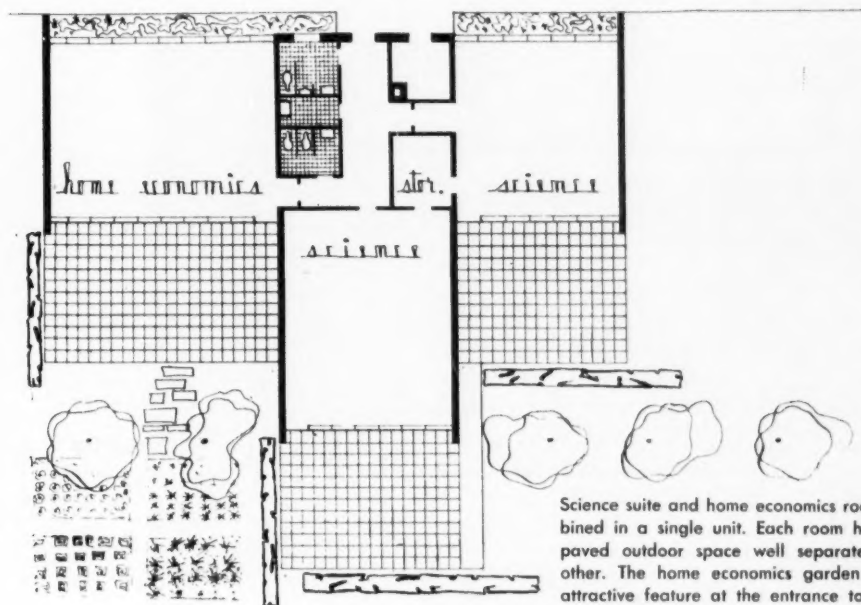
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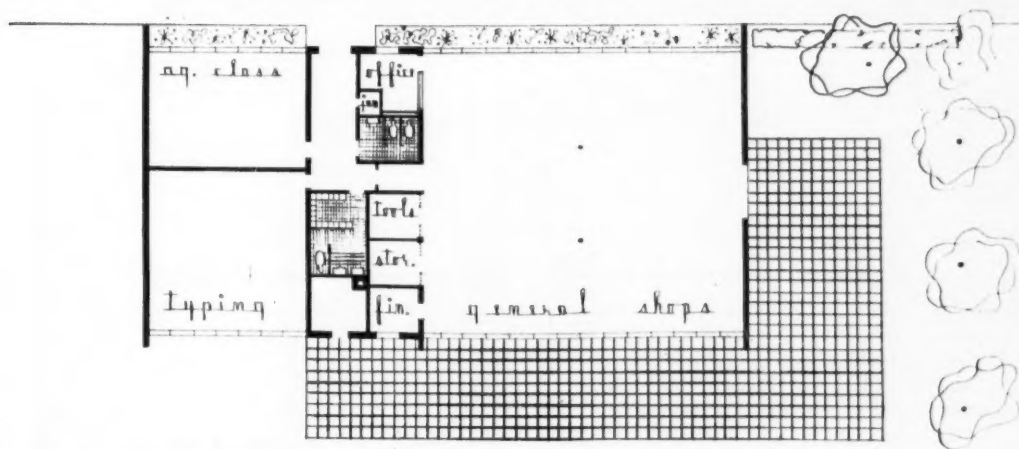
Typical academic classroom interior shows work counter, shelves, drawers, sink; its tilt-up wall is in open position. Exposed structural members are painted with strong primary colors. With storage facilities along periphery, maximum floor space is available for variations in seating arrangements.

In plan, the administration building contains all necessary facilities for both elementary and high school use. The auditorium, cafeteria, and library have easy access for the public when used as a community facility. The stage has generous storage space for props and is easily reached by the court and art room when scenery is being decorated. The music and art rooms, with toilets in each, can double as dressing rooms.





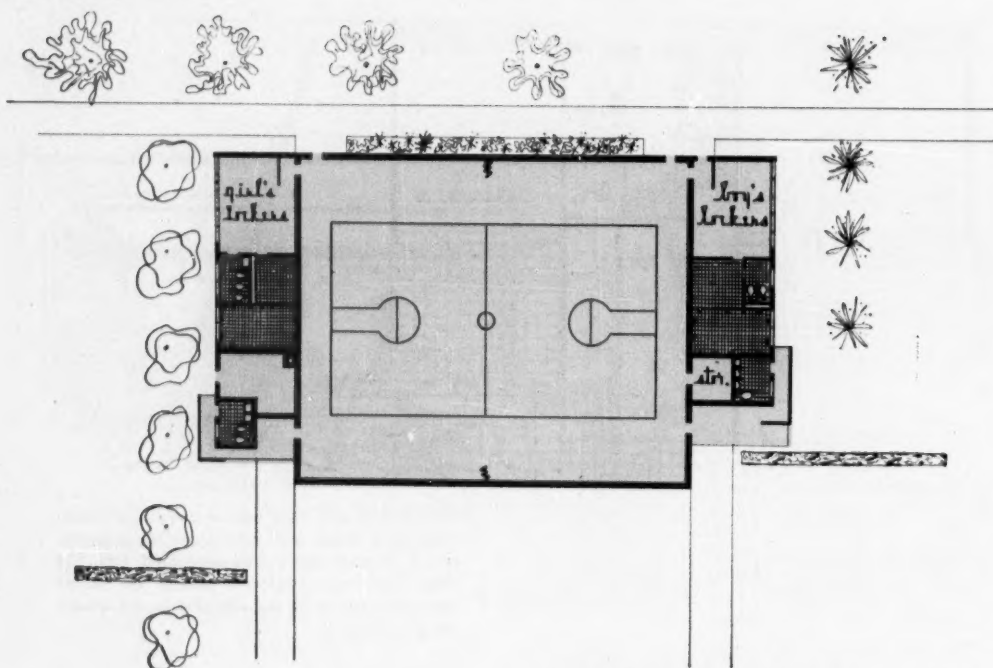
Science suite and home economics room are combined in a single unit. Each room has extensive paved outdoor space well separated from the other. The home economics garden will be an attractive feature at the entrance to the administration building.



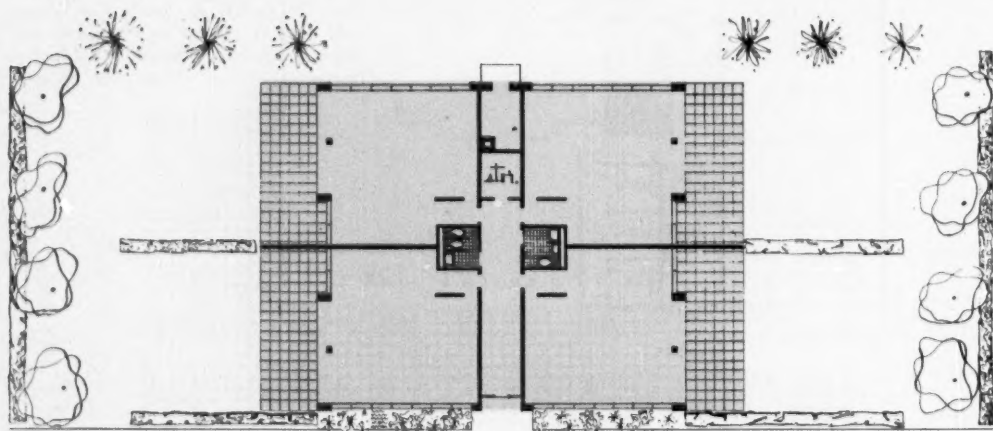
The shop building, like all other buildings in the school, is self-contained with its own toilets, storage and heating facilities. These facilities act as a sound buffer between the noisy general shop area and the relatively quiet agriculture and commerce rooms. The paved area bounding the shop may be used for a variety of outdoor shop activities as well as a loading space for heavy equipment and materials.

(continued)

wagener: design



Lockers, toilets, and shower facilities lie on either side of the gym floor. A folding partition divides the space for separate boys' and girls' physical education classes. Note that the toilets have doors to the outside as a convenience for children playing on adjacent outdoor play areas.



The plan of the academic classroom nucleus shows the typical four-room unit with paved adjacent outdoor areas. Each of these units contains toilet, storage and heating facilities. Landscaping makes possible a separation of outdoor class areas.

EDUCATIONAL PLANNING:



Audio-Visual Aids in Action

SCHOOLS INCREASINGLY are making more and more use of various types of audio-visual aids. These aids to the instructional program are valuable in direct proportion to the understanding of them by teachers and their skill in using them. Continuous study is necessary to keep abreast of the rapidly developing techniques.

This issue of the Planning Section describes the use currently being made of various kinds of audio-visual aids. It should stimulate and encourage readers to extend the use of such aids to additional activities in their school systems. Some of the readers also may be willing to share their experiences with others; the editors would like to hear from them.



audio-visual | realistic materials

Three Eastern New York schools pilot a study in resource-use education, observe the forces of nature at work in their communities, and discover...

The Book of Knowledge Outside the Classroom

by JOSEPH LEESE

SOME YOUNGSTERS in Eastern New York State probably know a little more about soil conservation, anti-pollution and farm management now than do their adult betters, who may have observed these little explorers as they trekked through fields and along streams.

These were the pupils in three pilot schools near the Mohawk River that were selected by the Capital Area School Development Association to work with the New York State Conservation Department in developing more effective resource-use education.

Three years ago the CASDA (a cooperative association of public school systems in Eastern New York, organized in 1949 to invent and diffuse improved educational practice) proposed that the schools in Scotia, Canajoharie and Cobleskill cooperate closely with the Conservation Department's Education Division in promoting conservation programs.

The proposal received enthusiastic response from the Education Division, which pledged the use of the Department's special resources and the advice of its specialists. The cooperating schools, in turn, guaranteed teacher time and administrative action to implement ideas. A small fund was allocated from the CASDA budget and consultants were obtained from New York State College for Teachers.

A committee of representatives from the three schools was organized to lay the overall plans and guide the work in each of the pilot schools and to consider means

by which to spread interest in resource-use education to other CASDA schools. The more important goals of the committee were considered to be:

1. Sensitizing and alerting teachers to the need for resource-use education.
2. Stating and clarifying concepts that can be taught at each grade level and suggesting approaches and materials that are effective.
3. Developing understanding in and producing materials for teachers.
4. Extending a file of resources available within each community in Eastern New York.
5. Developing resource units on topics of significance to conservation.
6. Stimulating the community to a resource-use consciousness.
7. Developing a measuring device to ascertain the level of conservation education in a local community.
8. Further utilizing resources, particularly personnel, available to these pilot schools.

Periodic meetings of the committee gave opportunity for the members to tell each other what progress they were making and what obstacles they were meeting.

In order to stimulate wider faculty interest and to launch a program of teacher study and production, the Canajoharie school system held a two-day workshop which scheduled the following program:

"Nature and Importance of Our Resources," by Ted Eckert, Bureau of Curriculum Development, State Education Department.

"Wise Use of Field, Waterway and Wetland Resources," by Will Clark, Extension Conservationist, Cornell University.

Outdoor demonstration on water control.

"Teaching Conservation on the School Grounds," by E. L. Palmer, Professor of Nature and Science Education, Cornell University.

Dr. Leese, Professor of Education at New York State College for Teachers, Albany, is Executive Secretary of the Capital Area School Development project. This past year he has been on leave to conduct a research project in Norway.

"Would you eat fish from this river?" a Scotia ninth-grader captioned this photo he took of the polluted Mohawk River. His class's project on stream pollution stimulated the whole school and community to take action.



Demonstrations and activities for teaching conservation on school grounds.

Movies — "The River" and "What Is Soil."

Books and materials exhibit.

"Wise Use of Woodland Resources," by Paul Lemon, Professor of Biology, New York State College for Teachers.

Conservation indoors — without books.

Through the workshop, stress was put on pertinent conservation problems evident in our immediate environment and upon activities which could be carried on to make study more meaningful to children.* In short field trips on the school grounds, types of plant growth were identified and discussed. Evidences of animal life were noted. Different slopes and the effects of slope on soil conservation were observed. Raindrop erosion was studied first-hand. Soil absorption and soil taste tests were also used.

Third grade students brought in a variety of exhibits, including shells, plants, and a small tree. These were discussed by the consultant and a recording made of the period.

The final planning sessions led to the organization of the elementary faculty for the production of units through which basic concepts appropriate for each grade level can be taught.

The pollution of the Mohawk River served as an interesting focus for local action by the Scotia school. Stimulated by editorials written for English classes, the ninth grade social studies groups undertook co-operatively to alert other Valley communities and to restore the Mohawk to its original beauty and service to fishing, swimming and wildlife.

The classes studied the causes of stream pollution, its effect on aquatic life, and how the changed stream affects its bordering communities. The children then wrote to other schools along the valley, prepared editorials for the local and school papers, made posters for local school and store exhibit, took pictures of

marked polluted areas, and succeeded in stimulating the whole school and community to action.

In addition to public interest aroused by the project, the group learned many fundamentals—in themselves worthy accomplishments even had there been no real effect from the project.

The Cobleskill elementary staff initiated their local study through a workshop similar to that in Canajoharie. This one included a community planning group and a preceding survey of the resource-use activities being carried on by the various staff members.

Sixth-graders built scale model of farm

The kind of outcome stimulated by the workshop is best illustrated by one sixth grade project. With the help of the local Farm Bureau agents, the Cobleskill Agricultural School, and other specialists and agencies, the class conducted an extensive study of management on a selected farm. They made visits to the farm and studied its topography, soil, crops, water supply, and drainage. They observed strip cropping, erosion ditches, farm ponds, contour plowing, and a planned woodlot.

The class then made a scale model of the farm for their classroom, gathered literature explaining the reasons for each conservation practice, and appraised other farms for adjustments that would contribute to better resource-use. Each class member contributed in some way to total class understanding, in ways that ranged from interviewing specialists, through helping "debate out" certain issues relative to land use, to mixing batter for the contour base.

The enthusiasm of the class for their project led them to prepare an assembly program which helped to provide further stimulation for other class projects on the Schoharie watershed, on animals and birds of the county, and on caring for woodland resources.

The three pilot schools now exist as real service centers for those who want further suggestion, illustration and advice. In this way the Association has reacted positively to a widely felt and still inadequately met need, and has provided an experimental setting for further study.

* See Wilson Clark, et al., *A Handbook for Teaching Conservation*, New York State College of Agriculture, Ithaca, for a fine compendium of easy teacher demonstrations requiring only the simplest equipment.

BBC tests response of educators and pupils to educational TV experiment in 6 London schools. When the youngsters see a volcano erupt, they want more of . . .

The World Around Us Awaiting the Channel

by RICHMOND S. POSTGATE

THE BRITISH BROADCASTING Corporation recently completed twenty experimental television programs sent out on a special wave-length to six schools in the north of London. They covered such school subjects as science, geography, art, and current events.

This experiment, the first of its kind to be undertaken by a national broadcasting system, attracted great interest, no doubt partly because the details of the programs were kept confidential. All that the BBC and the School Broadcasting Council of the U.K. (the body which represents the educational opinion of our country and which had guided the educational policy of the BBC's famous school broadcasts in sound) would reveal was that the experiment was intended to try out various television techniques to see which would be suitable — if it was decided later to have a British school television service.

But behind this caution and non-committal attitude lay excitement and curiosity as to what in effect this new and unexplored invention had to offer to school education. Would it be a boon or a disaster? A much needed accessory or a Frankenstein?

This attitude may seem peculiar in America, where television is so fully established and where most homes have several stations to choose from. But in Great Britain there is one television service — which will shortly cover three-quarters of the population — and a decision to embark on school television was not to be taken lightly.

Mr. Postgate is with the BBC Talks Division and was formerly Head of the Schools Division of the BBC. This piece on Britain's TV experiment was originally broadcast over the BBC.

Moreover, our educational opinion is by no means yet sold on television. It is often alarmed by the reports of the social effects of television which filter to us from across the Atlantic. Besides we are, as you know, in the throes of a long drawn-out economic crisis. The bulge in the wartime birth rate has given our school authorities great problems to solve, and they have less money with which to solve them. Teaching practice has by no means fully adopted or absorbed sound radio, or the film projector, or the film strip projector.

Though television sets are widely bought, it is for the most part not the educational practitioners or thinkers who buy them. Little wonder then that this new possibility is looked on with more than the usual caution said to be native to the British. Surely, people say, the thing can wait for a year or two.

Full range in subject and presentation

But to return to this experiment. Four programs in each of five subject groups were given: geography, current events, science, arts and crafts, and industry and employment. The programs were planned for children from 11 to 15 years of age. We cast the range of program material as widely as we could and included most types of television form: demonstration, discussion, special events, programs built up with films, models, animated diagrams and documentaries. We had programs showing how an airplane flies, how an artist portrays movement, how volcanoes erupt and how international bodies unite to study them and reduce their danger, the properties of a detergent, and how the work of a scientist affects mother's weekly wash.

The particular aims of each program were thoroughly discussed and agreed upon, and, where suitable, simple forms for testing the children's response were settled. But these tests were not the main source from which we wished to learn. We relied more upon the individual judgments of our observers, long trained in



Courtesy British Information Services

London pupils responded enthusiastically to TV-in-the-schools experiment; it made them forget the walls of their classroom.

sound school broadcasting, to watch and interpret reactions of children and teachers. And, of course, we relied upon the opinions of teachers themselves.

Experiment a success from several points of view

Was the experiment a success? Actually, the answer depends upon one's scale of values. It *was* successful in that it pointed up a great many features which would need attention before a fully satisfactory service of school television could be started, or before even embarking on the full-dress public experiment which will be needed before the educators of this country are asked whether or not they want school television service. It *was* successful in that, when fully analyzed, it will give a great many suggestions as to what kinds of program techniques are likely to be useful, what forms of internal organization and training are needed, what the cost may be, which are the likely sources of television writers and performers, and the thousand-and-one technical and professional problems which will have to be solved.

It was *not* successful — no, rather, it was chastening — in that it showed how difficult it is to present television programs which are both good television and good education, and to reach the high standard the British sound school broadcasting has set.

What did the children make of it all? Naturally

they were interested to have been chosen as guinea pigs. They displayed genuine interest in what they saw, but this did not prevent them from being critical on occasion. Most of them had already seen non-educational television broadcasts, more often, in fact, than their teachers had. They were outspoken in their comments on speakers and performers if they didn't match up to their pre-established standards of competence.

Children share new experiences through medium

But, on the other hand, a subject right within the range of interests — like volcanoes — seemed to compensate for defects of presentation. They responded quickly to lively discussion, to programs that brought them real children — not actors — of their own age, and to programs that made them forget the walls of the classroom and share the experience of visiting a dairy farm, or fishing for cod off Newfoundland.

But whether children necessarily ought to have what pleases them most is another, and a larger, question.

Where do we go from here? In the next few months we shall have to think very hard and very carefully about that. In any event, one may be sure that if this country embarks on school television service it intends to have a good one which will compare favorably with the outstandingly successful service of farm broadcasts now taken by over 60 percent of all British schools.

Two years ago a California school system decided that radio broadcasts describing their curriculum and philosophy are the best antidote for mud-slingers. Now, every week. . . .

A Community Tunes in on Schools at Work

by MARGARET L. HEALEY

THE TREMENDOUS IMPACT of "ear impressions" is being overlooked by many school systems seeking to acquaint their patrons with the activities and scope of their curriculum. Local radio programs, well planned and scheduled and with advance publicity, can stimulate public interest and help to answer questions raised in their minds by the now popular "mud-slinging" articles appearing in some magazines.

Two years ago, the Taft, California, City Schools undertook such a weekly radio program over the local station. This being the first attempt to acquaint the public, via the air, with the work of the schools, the entire year's broadcasts were aimed at an over-view of the educational opportunities presented to Taft's children in a program called "Our Schools at Work."

Through the radio broadcasts that year the citizens of Taft gained a greater appreciation for the constantly improving educational system. They learned something about what actually goes into the planning of a total school program — how each section operates. They were shown the place and importance of such varying areas of school work as the program for exceptional children and the school cafeteria.

Citizens of a community are as interested as the school personnel in the aims of the educational system and the means by which they are accomplished. They have many opportunities to see, at home and in community life, the products of our schools, and they evaluate these products much more realistically than do many school people.

The measure of public interest in any topic depends upon the real value and appeal of the subject presented.

Miss Healey is chairman of the radio program for the Taft, California, Public Schools.

By this standard, school broadcasts should meet with an ever increasing audience as the programs progress for no other single activity in a small community reaches as many people as does the public school.

Because the public has become increasingly anxious about the teaching of the fundamentals, the program for our second year of broadcasting was centered around these specific areas. There were thirteen broadcasts dealing with the reading program in the Taft City Schools. Eight broadcasts presented a picture of the progressive development in arithmetical learnings. Four weekly programs were given over to the teaching of spelling. Five broadcasts explained the language program, and the last three scripts developed the writing skills used in the elementary school.

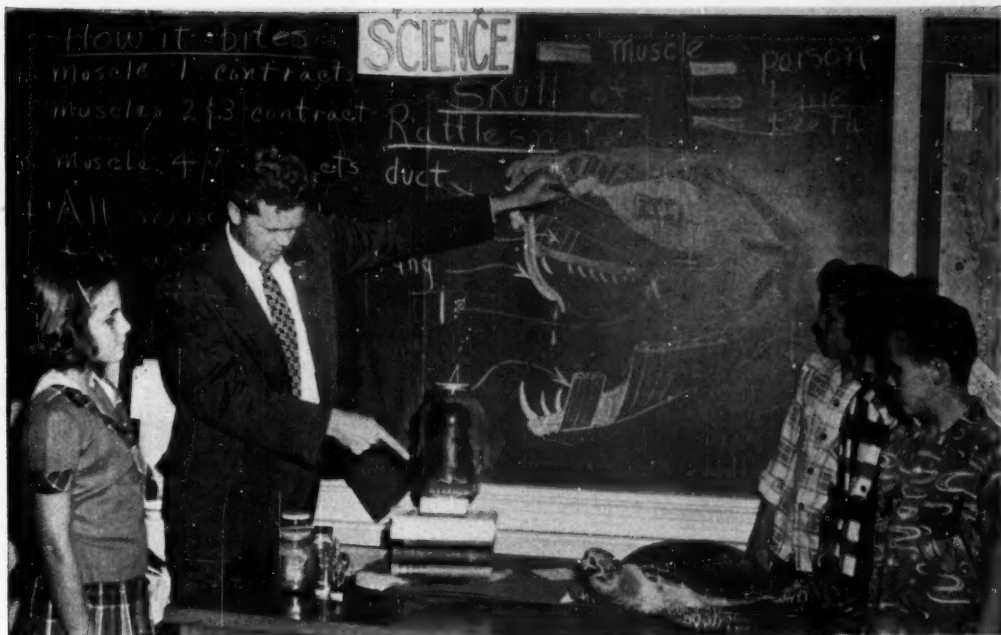
The yearly program opens with an introduction and outline of the year's activities by School Superintendent Milton G. Ross, and closes with his résumé of the year's work. Copies of the completed scripts are turned in to the radio chairman and compiled in sequence of presentation. This record of the year's work makes quite a tome-like volume and is in itself a handy reference book.

The actual administrative work involved in setting up such an extensive coverage of a school system is detailed and must be well organized. Once the initial organization has been set up, the programming for the individual broadcasts will work out quite smoothly.

Scheduling worked out with radio head

The complete yearly program—topics and their order of presentation, selection of school personnel to take charge of each program, the scheduling of time with the radio station—is set up tentatively by the radio chairman then reviewed and accepted by Superintendent Ross.

The teachers for the first year's broadcasts were selected on the basis of familiarity with the philosophy of the Taft City Schools, knowledge of the subject



Pupils and staff get ready for this coming year's "Our Schools at Work" radio broadcast series, which will acquaint the local citizenry with the science programs offered in the Taft City Schools.

matter to be presented, and their ability to speak with ease in a radio presentation. The teachers who were asked to participate responded enthusiastically and while it presented additional work and problems they felt the value of the program made it worthwhile.

Participants on this year's program were selected by the administrators in consultation with Mr. Ross. An effort was made to choose staff members who had not participated the previous year so as to spread the selection over the entire school district and allow each school to share in the production.

Wherever practical, classroom teaching situations are used to illustrate the topic under consideration. This makes the presentation a fine learning situation for the children, as in the radio station they are able to observe the need for precision timing and quiet order during a broadcast as well as the complicated workings of a broadcasting studio.

The principal of the school whose classroom is presenting the broadcast is responsible for the final arrangements for transportation, rehearsing, and publicizing the program. As there are six schools in the district and the programs are distributed as evenly as possible, this does not work a hardship on any one administrator.

The supervisory staff is always available for help in planning the programs to be presented. The Taft City Schools' three supervisors in the curriculum department—one for the primary grades, one for the intermediate grades, and the Assistant Superintendent and Director of Curriculum who assumes the supervisory responsibilities for the departmentalized seventh and

eighth grades—are responsible for approving the final draft of the radio script. In this way a continuity of philosophy and a gradation of subject matter are maintained.

Value of broadcasts redounds to teachers

Radio programs can stimulate some constructive, critical evaluation of the philosophy and practices in a local school system by the personnel involved in these practices. As teachers begin to think through the methods used to present some area of learning and try to explain these procedures in terms that laymen can understand and appreciate, they sometimes find a real need to rethink their own philosophy and techniques. Then too, they often find it necessary to do some widespread reading for background and materials which will be adaptable for radio use.

The programs for the next two school years are in the planning process now. The general topic for consideration in 1953-1954 will be the sciences, and for 1954-1955, the fine arts. It takes time and conscientious planning to build an educationally sound weekly radio program of school activities, but the values received in educational growth for children and teachers have proved more than worthwhile.

We have found that well-planned school broadcasts, on subjects of interest to parents, are one of the very best home contacts. Radio listening is a habit. If listening to their "schools at work" becomes part of the family's habit great good in sympathetic understanding and cooperative good will can be the result.

This description of a Chicago high school's use of the wire recorder, from helping its students improve their speaking facility to aiding the staff in revising the curriculum, demonstrates how

A School Moves Forward with the Playback

by PHILIP LESLY

THE MAIN CORRIDORS at Lucy Flower Technical High School for Girls, Chicago, are lined with the original art work of its students. Flowered drapes hang at its classroom windows. Three-year-old tots giggle around a sand table in its child study laboratory. This is a different school, with a warm, informal approach to education.

"We're proud of the many unusual programs and courses of study at our school," says Miss Mary C. Gilles, principal. "Our child study laboratory is one of only three full-time high school nursery schools in the country . . . our radio workshop produces and puts on the only regularly scheduled public school broadcast in the city . . . our home economics program is one of the broadest in the U. S.!"

Miss Gilles cites the school's use of its portable wire recorder in many phases of its curriculum as typical of the school's imaginative use of equipment and recognition of the educational values of the latest mechanical devices.

Miss Helen M. McGann, chairman of the home economics department, points out: "Our most unique uses of the wire recorder are in our child study laboratory and foods classes."

One of the original techniques developed by Miss McGann is an adaptation of a college-level child study method. The students, assisted by the child study instructor, wire record the random conversations of the

nursery school children as part of the Child Development and Functional Nutrition class. Playing back the recording later, the girls learn to detect evidences of the basic principles of child psychology.

According to their instructor, recording actual conversation is more effective than taking notes, because often the child's tone and volume of voice mean a great deal in interpreting his words and actions.

An advanced foods course, Skills in Food Preparation, puts special emphasis on food preparation demonstration technique. As each girl presents her demonstration to the class her comments are recorded, and members of the class score her on arrangement, completeness and presentation of her material. She later listens to her recording and checks it with the class reaction.

The cooking teacher explains that the commentary of the demonstration procedure provides an opportunity to evaluate the student's progress in public speaking, English grammar and expression, as well as in her foods technique.

Recorder helps prepare school broadcast

An integration of course objectives is evident throughout the entire school program, culminating in the practical coordination of home economics themes to produce "Today's Woman", the school's Monday morning radio show.

It is in this program that the skills learned in various school departments are put to practical use. English mastery goes into script writing. Poise from grooming courses, speech excellence from public speaking courses, cooking technics from foods laboratory, clothing knowledge, child study theories, and basic science, literature and history all contribute to the school's successful radio venture.

Mr. Lesly is head of The Philip Lesly Company, public relations counselors in Chicago.



With teacher's guidance a student records her script in preparation for the school's weekly radio program.

"We credit much of our radio achievement to our use of the wire recorder," admits Miss Mary Kay Wall, instructor of the radio workshop and the school's wire recorder technician.

"Our girls are able to get used to the mikes, to hear themselves as they will sound at the broadcast and to perfect their scripts by recording their work. Usually our script writer turns over her script to the regular student commentator. The commentator records it; then the two girls listen to the playback together to be sure the areas of importance are emphasized and the interpretation is as it was planned."

The portable wire recorder is also used in the music department to record orchestra practice and to give individual students and sections the opportunity to study their parts apart from the entire group. Lucy Flower School's orchestra director has found that students have a tendency to listen only to themselves as the entire group plays. When they hear a recording of the whole orchestra's work, he maintains, they are more able to think of their work as it relates to the entire production.

Serves double purpose in English classes

The English classes at Lucy Flower have another approach to the value of wire recording the work of

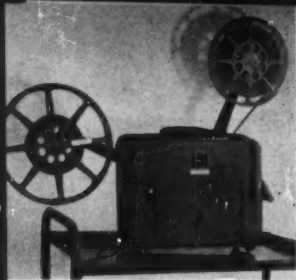
students. One of the English instructors says: "In addition to giving the students an opportunity to criticize their own work and the work of their classmates, the playing back of recording material gives the class a second chance to hear and grasp it."

This instructor keeps exceptional student recordings for use in subsequent classes as examples to the new pupils of what to work for. The indestructible stainless steel wire can be kept easily for many years for just such a purpose.

Playbacks help teachers plan curriculum

In addition to using the recorder as an audio aid for the students in these various classes, all department heads at Lucy Flower use the wire recorder in compiling information to use in planning the next semester's programs. Through hearing the actual words of the students they are able to note the prevalence of particular errors and deficiencies among them, and thereby to include additional emphasis on such points in following programs.

By these varied employments of the wire recorder the Lucy Flower staff can keep the curriculum traveling at the same pace as the students' needs, as well as energize individual class sessions.



audio-visual | motion pictures

If you are planning a school auditorium, the NEA offers these suggestions for more effective use of projected materials — so that, in your school

Movies Can Be Better Than Ever

IN THE PLANNING of school auditoriums, provisions for the effective use of audio-visual methods and materials are frequently overlooked or haphazardly included.

Our concern is to insure provision of *basic performance standards* for adequate utilization of motion pictures, slides, filmstrips and other audio-visual aids for groups *larger* than the single class unit. These matters can be handled most economically and effectively at the time the auditorium is being built.

The design of the auditorium itself should, if possible, exclude a center aisle, as seats in the center of the auditorium provide the best screen-viewing angle. In a small auditorium it is wise to extend seats in a solid block and eliminate cross aisles. Whatever the seating capacity, the arrangement should be such that all projected materials may be viewed at no greater angle than 30 degrees from a line perpendicular to the center of the screen. No viewer should sit farther from the screen than six times the image width nor closer than twice the image width.

The wiring for use of audio-visual materials and equipment in auditoriums is not costly nor is it greatly different from that normally planned for large meeting rooms. Oversights, however, are frequently made in the original wiring of new auditoriums. Simple but essential wiring, which can be installed at a relatively nominal figure at the time of construction, may cost prohibitive amounts if put in after the structure is complete. If the conduits are installed when building,

the wires can be pulled in inexpensively at any time. Care should be exercised in eliminating services lest the flexibility and usefulness of the auditorium suffer. Expansion and potential future needs should be considered at the time of construction.

Lighting in the auditorium should provide pleasant illumination adequate for the reading of notes and programs. A level of 10 foot-candles is recommended for general assemblies or when an audience is assembling. For motion picture projection, an over-all room level of one-half foot-candle is desirable, provided that not more than one-tenth foot-candle of this general room illumination falls on the screen surface. Aisles and hazards should be lighted with low level shielded light.

Where auditoriums are built with windows, there must be adequate provisions for darkening the area such as opaque drapes. These should be of plastic or flame-proofed cloth hung on trucks and operated by pulls. If windows are used for ventilation, these should be hung so as not to interfere. To prevent light leaks, drapes should extend one foot beyond the sides and bottom of the window casing and should overlap one foot at the center.

Lights should go down gradually

It is desirable to be able to change intensity of illumination gradually — the sudden change from bright light to complete darkness is always disconcerting. This gradual change can be achieved by a dimmer control or by having groups of lights on separate switches so that a few at a time can be turned on or off.

A qualified sound-system specialist should be consulted in the selection of speakers which will meet the demands of the auditorium. A minimum of two high-fidelity speakers is required even in small auditoriums.

While great care should be exercised in selecting and stationing sound-system speakers, no speaker or battery of speakers, however carefully selected and

This article is condensed from the illustrated brochure *Planning Schools for Use of Audio-Visual Materials, No. 2 Auditoriums*, prepared by the NEA's Department of Audio-Visual Instruction. The original brochure may be purchased, for \$1, directly from the NEA, 1201 Sixteenth Street, N.W., Washington, D. C.

Projection booth is recommended for larger auditoriums, with projection angle not exceeding 14 degrees. Note ceiling lighting which provides both low- and high-level illumination. Side aisles allow seating in auditorium center for best screen viewing.



Kellogg Center auditorium

installed, can overcome certain sound difficulties arising from faulty design and poor acoustical treatment of an auditorium. On the other hand, the exact acoustical characteristics, however well planned, cannot be determined prior to the completion of the construction, decoration, and basic furnishing of the area. Therefore, it is well to withhold final selection of the speakers until the auditorium is completed.

The auditorium projection screen, like those used in classrooms, should be of a type that can be made ready for use quickly and easily. It should be housed so that, when not in use, it will be protected from dirt and damage and be out of the way of other auditorium activities. A pull-down screen in a roller case mounted on wall brackets will meet these requirements effectively and economically for small auditoriums. Other types of installations, such as a flat screen mounted so that it may be raised from its viewing position into a dust-proof box or cover above the stage, are satisfactory for large auditoriums.

Auditorium screens are of two basic types: the white matte screen and the beaded screen. Before selecting a screen it is wise to have a demonstration in the auditorium under the conditions that will prevail and using the type of projector which will be installed.

For the small auditorium a niche or recessed compartment at the rear, rather than a projection booth, is recommended. This projection niche should be large enough to accommodate two or three operators with their equipment, and should provide a low platform which brings the projectors and the operators' line of vision above the heads of the audience.

The larger auditorium should provide for a projection booth. The projection angle should not exceed 14 degrees to avoid excessive image distortion. As a basic minimum, the booth should include the following facilities:

- two permanently installed 16mm projectors,
- sound monitoring and control equipment,
- slide projectors for motion picture stills,
- recording and playback equipment that will perform at all common speeds,
- auditorium light and spotlight control,

sufficient electric current outlets to enable operation of several pieces of equipment at a time, adequate storage area, and minimum maintenance and repair equipment such as film rewind and splicer.

In making the selection of equipment, the audio-visual director, audio-visual coordinator, classroom teachers, student operators and representatives of school-community groups should assist with the evaluation of instructional equipment. Actually, it is the "technical laymen," the classroom teachers, who are most involved in the use of equipment and who should be most involved in making the selection.

Arrange for demonstrations of equipment

In the small school it is relatively easy to get all the people concerned together for demonstrations and selection. In larger school systems, on the other hand, a representative committee of these persons should be organized. In either case it is important that persons who have had considerable experience in using audio-visual equipment be named to the committee.

Except in rare instances no selection of equipment should be made unless the equipment has been demonstrated under normal auditorium use.

A school auditorium which is conceived, planned, equipped, and regularly used as a large-group, common-interest center, as an expansion area for some types of class activities, and as an additional facility for bringing community resources to bear upon the job of education is an important asset in which most communities can well afford to invest.

It is well to note that certain parts of a school program formerly carried on in a large auditorium may be obsolete today and many traditional and important school functions, while not outmoded, may be more effectively and efficiently performed through the use of such modern school equipment as the centralized sound system or television.

Flexibility is probably the most important characteristic of a well-planned school auditorium. Flexibility is essential if the ever-changing program of the modern school is to be adequately housed.

SPOTLIGHT

news of the educational field

Supreme Court Undecided on Constitutionality of Segregation in the Public Schools; Five Cases Scheduled for Reargument

WASHINGTON, D. C. — The constitutionality of racial segregation in America's public schools has been one of the outstanding issues before the nine justices of the Supreme Court since December. When the court adjourned for the summer, the question was still undecided.

Further hearings on five cases involving segregation are high on the agenda of the Supreme Court. They will be resumed October 12, one week after the Supreme Court reconvenes for the fall term.

The five cases to be rear argued in October are from South Carolina, Virginia, Kansas, Delaware and the District of Columbia. However, all states with segregated schools will be affected by any decrees handed down in these instances. Thirteen other states now have racial segregation in their public schools.

Observers are particularly interested in the reaction of South Caro-

lina to a possible ruling making racial segregation illegal. Governor James F. Byrnes, who previously served as an Associate Justice of the Supreme Court, has said that his state will abolish its public school system rather than operate it on a nonsegregated basis.

Decisions to be made by the Supreme Court involve the Fourteenth Amendment and, should segregation be ruled unconstitutional, the immediate or gradual reorganization of dual school systems.

The Fourteenth Amendment reads, "No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States . . . nor deny to any person within its jurisdiction the equal protection of the laws." It was adopted for the benefit of the Negroes following the Civil War.

For further information regarding the complexity of the problem and

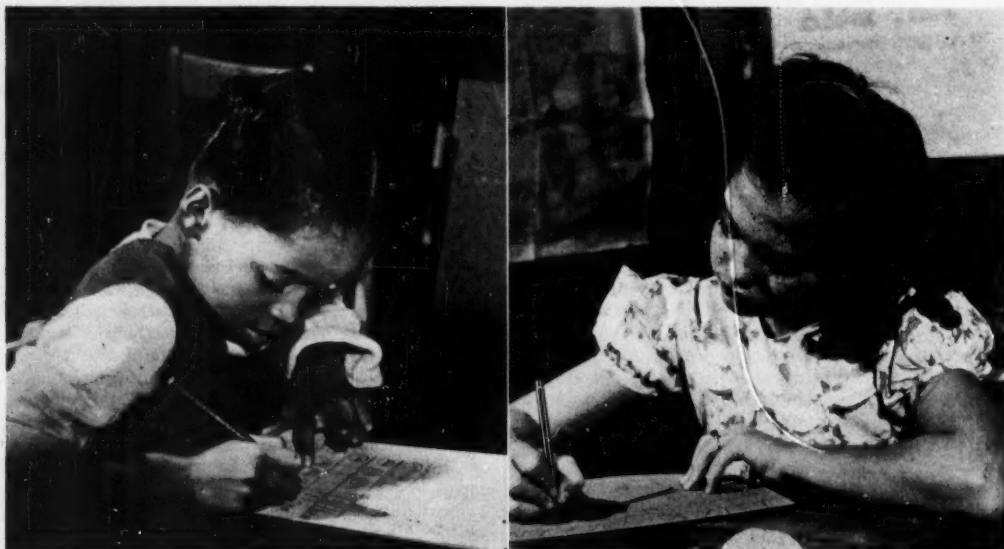
specific questions on which the Supreme Court has asked for additional arguments, see Belmont Farley's Washington Scene page.

Controversial Issues Shunned by Teachers

MIAMI BEACH—Teachers are afraid to discuss controversial topics in their classrooms, according to a survey recently conducted by the NEA.

Religious education, sex education, communism, socialized medicine, local politics, UNESCO and the United Nations are the hands-off areas, according to school superintendents polled. The study covered 522 school systems from all sections of the country. It was made public at the opening session of the 91st annual convention of the National Education Association.

Community sentiment rather than



Is it illegal to separate these children in different schools? The Supreme Court will try to decide this question in the fall.

school policy is the major deterrent to classroom discussion of controversial issues, says the survey report. It also included the recommendation that school boards draw up "policy statements" for the protection of the teachers.

Commenting on the report, Dr. Martin Essex said, "You cannot rear a child in a vacuum and then expect him to become competent in citizenship." Essex is superintendent of schools in Lakewood, Ohio, and chairman of the NEA's Committee on Tenure and Academic Freedom.

He observed that there is grave danger in suppressing controversial issues, and advocated policies which would allow teachers to express their points of view and read whatever they choose.

Educator Offers Solution to Teacher Shortage

SANTA FE, NEW MEXICO—Statisticians about the teacher shortage and the rising tide of school enrollment have moved into the same classification as the weather—"everyone talks about it, but . . ." Or so says Minnie Gilliland, editor of the *New Mexico School Review*.

According to Mr. Gilliland, the teachers we now have are being very much misused. They spend more time planning the class picnic, sponsoring the Snowball Formal and coaching the cheer leaders than in transmitting culture.

Such jobs, he says, rightfully belong to social workers, coaches and recreation leaders. And he believes that by giving certificates to these people they can be recruited in sufficient number to solve much of the instructional shortage in our public schools.

Our concept of education has broadened, says Mr. Gilliland. The job ahead is not one of further recruitment of educators, who must spend four or five years in professional preparation, but rather the recruitment of others who are needed to staff the modern American public education system.

William H. Early Elected President of NEA

MIAMI BEACH—William A. Early superintendent of schools of Savannah and Chatham County, Georgia,

was elected president of the National Education Association at their 91st Annual Meeting here. He will hold that post for one year.

One of his first official acts as NEA president will be to represent the NEA at the annual meeting of the World Confederation of Organizations of the Teaching Profession at Oxford, England.

The new NEA president became an educator almost by accident. Returning home from Akron, Ohio, in the early days of the depression, Mr. Early accepted the position of chemistry teacher in his home town of Clarksville, Virginia. He has been an educator ever since.

National recognition came to Early, while he was serving as Division Superintendent of County Schools in Arlington, Virginia, as leader in the establishment of a new type of school district, the construction of modern school buildings, and the organization of a modern school curriculum. The story of this three-fold project was told in a March of Time film seen in theaters of almost every U.S. city.

Rogers to Head Syracuse Education School

SYRACUSE, N. Y.—Dr. Virgil M. Rogers has been appointed dean of the School of Education at Syracuse University. The appointment was announced recently by Chancellor William P. Tolley.

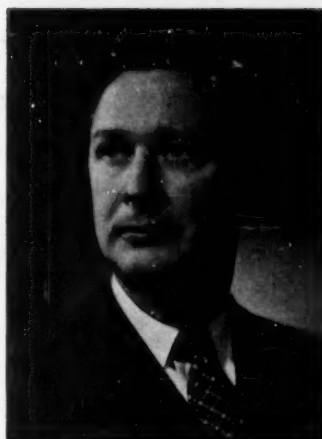
Dr. Rogers, who has just completed a term as president of the American Association of School Administrators, was superintendent of schools in Battle Creek, Michigan.

Education Fund Honors Former Head of Harvard

CAMBRIDGE, MASS.—To honor the retiring president of Harvard, a group of alumni have started a James Bryant Conant Fund for the Harvard Graduate School of Education.

Gifts totaling \$750,000 have been received from six alumni to begin the fund. Income from the fund will be available to the dean of the Graduate School of Education for general purposes of the school.

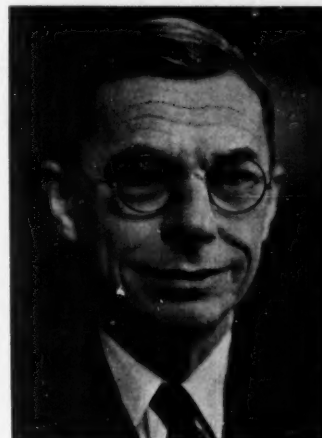
The fund was established in recognition of Mr. Conant's interest in the role of education in a democracy and his particular concern for the



William A. Early



Virgil M. Rogers



James Bryant Conant

John Brook

SPOTLIGHT

welfare of the Harvard Graduate School of Education.

Colorado Appoints Vest Education Commissioner

BOULDER, COLO.—Dr. H. Grant Vest assumed his new duties as State Commissioner of Education on July 1. He formerly served as superintendent of schools in Logan, Utah.

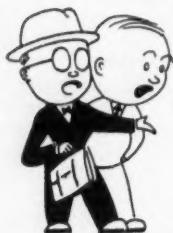
The new head of the State Department of Education has a broad background in both government and education. He has served two terms in the Utah State Senate, has been a member of the interim legislative council, and has acted as a special consultant on school building problems for the Utah legislature.

Philadelphia Extends Teacher Retirement Age

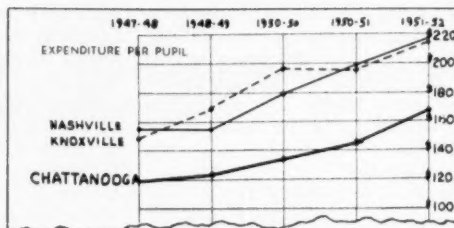
PHILADELPHIA, PA. — As an emergency measure to meet the teacher shortage, the board of public education here recently approved a resolution to allow teachers who would ordinarily retire at 66 to continue teaching for one more year.

The superintendent of schools may employ teachers over 66 "for so long as in his judgment this action is in the best interests of the school system."

This is a temporary measure and expires July 31, 1954. All teachers 66 years of age or older must retire by that date.



A board member explains school finance in "How to Save \$7.65 in Taxes."



Schools' Financial Support Theme of Unique Booklet

CHATTANOOGA, TENN.—Maintaining financial support for the public schools and keeping the public informed about the needs of the school system is a big job. The board of education here has attacked this problem with an unusual booklet entitled, "How to save \$7.65 in Taxes."

It dramatically presents the financial status of the Chattanooga public schools and gives the implications for school children, citizens and the community. In dialogue form the booklet gives the findings of a citizens committee survey of public sentiment in regard to financial support of the school system. It also tells the results

of a study made by an impartial organization concerning the adequacy of the present public school program and their recommendations for improving it.

"How to Save \$7.65 in Taxes" takes an O'Henry twist and explains that, far from reducing taxes, the city should spend more money on education. It graphically explains where that money will come from, how it will be spent, and the need for those increased expenditures. Charts and diagrams illustrate these points.

"How to Save \$7.65 in Taxes" is available from the Board of Education, Chattanooga, Tennessee.

New School Called Monument to Cooperation

RALEIGH, N. C.—Citizens of Gates County, North Carolina, feel that the Buckland High School is a monument to community cooperation.

Several years ago the county had 21 small Negro schools. Today there are two consolidated schools. Community interest and cooperation were evident before the Board of Educa-

tion had completed its plans for reorganization.

At one meeting a delegation of Negro citizens appeared before the Board of Education. They had raised \$800 toward the purchase of the school site. Shortly after construction began, school patrons presented the Board of Education with \$2,000. They

Conference Calendar

AUGUST

10-18, National Workshop, Commission on Economics in Teacher Education, New York, New York.

11-13, Thirty-Third Annual Convention, National Union of Christian Schools, Detroit.

23-29, National Conference for Professors of Educational Administration, East Lansing, Michigan.

24-26, Summer Meeting, National Council of Teachers of Mathematics, NEA, Kalamazoo, Michigan.

SEPTEMBER

17-19, Eighth National Conference on Citizenship sponsored by NEA and U. S. Department of Justice, Washington, D. C.

OCTOBER

8-9, Thirty-Sixth Annual Meeting, American Council on Education, Washington, D. C.

11-14, Eighth National Conference, County and Rural Area Superintendents, NEA, Omaha, Nebraska.

NOVEMBER

23-28, Forty-Seventh Annual Convention, American Vocational Association, Chicago.

26-28, Annual Convention, National Council for the Social Studies, NEA, Buffalo, New York.

DECEMBER

28-30, Fifty-Sixth Annual Convention, National Business Teachers Association, St. Louis.

wanted the money to be used for cafeteria equipment not normally provided by state or county funds.

The school was completed in the fall of 1951, and an active PTA took on the responsibility of financing some of the furnishings. They divided the school district into sections and each member canvassed a section for funds. By the end of the first year they had bought four sewing machines, visual aid equipment, draperies, lunchroom equipment and basketball goals. They had also begun landscaping.

Last year the same method was employed to provide an activity bus for the school, to continue landscaping, and to supplement public funds for library books.

Exhibit to Show Work of High School Photographers

MINNEAPOLIS—There is a high degree of interest in photography among high schools students, judging from the results of the eighth annual National High School Photographic Awards Contest.

A selection of the 196 prize-winning entries will be assembled as a traveling exhibit and will be available to high schools during the coming school year.

The contest, sponsored by the National Scholastic Press Association in cooperation with the Eastman Kodak Company, was initiated to "encourage in the student a livelier appreciation

of the American way of living, of the American scene, and of his relation to his community and his world."

Quotas for Advanced ROTC Courses Unchanged

WASHINGTON, D. C. — Rumors of large reductions in the Armed Forces ROTC Program are unfounded, according to official sources.

The Navy Department contemplates no change either in the input quota or in the total quota.

The Army will make final selections of students to enter the advanced course after classes have reconvened in the fall. If there is a decrease, it will probably be less than 1,000 students for the entire program. They do not plan to discontinue any units.

There will probably be some decrease in the Air Force program because of a new criteria for selection. It sets up four categories into which students enrolling in the advanced AFROTC course will be grouped starting in September.

The active duty requirement for AFROTC graduates undertaking flight training has been reduced from four to three years. Under the new classification system, the largest quota will be for cadets qualified and willing to take aircrew training.

SPOTLIGHT

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Educators Reassess Goals of Elementary Education, Want Combination of Progressive, Traditional Ideas

NEW YORK—We must hit a happy medium between "progressive" and traditional education, says the Mid-Century Committee on Outcomes in Elementary Education. This committee, consisting of 32 outstanding educators, recently completed a two-year reappraisal of the goals of elementary education.

Their report, entitled *Elementary School Objectives*, stresses again and again the need for skills in writing, reading, and arithmetic and factual knowledge in geography, history, government, science, hygiene and other fundamentals. But the educators also emphasize the fact that children must see and feel the need for learning themselves.

The committee has set goals of

knowledge, skills and attitudes for children at third, sixth and ninth grade levels in both precise subject fields and broad areas. "We now know," say the educators, "that we cannot set the same learning goals for all pupils and that we cannot be highly specific in assigning the development of knowledges, skills, and abilities to definite grade levels." They said that children really want to learn, but that the threat of failure neither makes them work harder nor achieve more.

Educational goals must be set for each child in terms of his abilities. The teacher, then, must adapt his selection of outcomes to this pattern of individual difference, judging whether they are of sufficient import-



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ance to the individual pupil or to society to have an acknowledged place in the regular school program.

This study was supported by the Russell Sage Foundation in cooperation with the Educational Testing Service at Princeton, the U. S. Office of Education, and the Department of Elementary School Principals, NEA.

Council of Mothers Studies School Problems

GARY, IND.—Problems, policies and procedures of the city school system are studied by the Kindergarten-Elementary Council here. This organization is made up of two mothers of kindergarten or elementary grade children from each school.

The group meets eight times a year at different schools. They visit classes, discuss conditions and problems, and see demonstrations of teaching materials and methods.

The Council has its own officers and works closely with the elementary supervisors. It has proved valuable in creating better understanding of the schools and in securing financial support, say the local educators.



Christian O. Arndt

Dr. Arndt to Serve as U. S. Education Specialist

NEW YORK—Germany, India, Burma and Formosa are the major stops in the itinerary of Dr. Christian O.



Learning is fun in such a bright, cheery room. A wall of Factrolite glass spreads light evenly through first grade room of Morris Snower School, Opelika, Ala. Bottom row is vision strip of clear glass.



Glass has been used extensively in the functional design of the school. J. Paul Gilmore, Montgomery, Ala., Architect. Columbus Glass Co., Columbus, Ga., Glazier.

School Exams for Mississippi Glass

Mississippi, world's largest manufacturer of rolled, figured and wired glass, maintains an experimental building on factory grounds for the study of daylighting in the modern school. This wealth of information and experience is available to you when you build or remodel your school buildings.



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Mississippi Glass Diffuses Light Evenly . . . Ends Discomfort and Glare of "Raw" Sunlight

Extensive use of translucent, light diffusing glass in the modern classroom is writing new words to the familiar school days' song. For example, first graders in the Morris Snower School start their scholastic careers in a carefully designed environment conducive to comfort and concentration. The daylighting wall of Mississippi Factrolite floods the entire room with plenty of glare-free, natural illumination. By reducing glare within the room, Factrolite helps avoid eye fatigue...protects young eyes. By diffusing the light deep into the interior, this beautiful glass makes seeing tasks surer and easier...no squinting because of too much light...no straining to see in shadows. For utility and beauty, for ease of maintenance and utmost protection, specify glass by Mississippi. Available in a wide variety of patterns and surface finishes wherever quality glass is sold.

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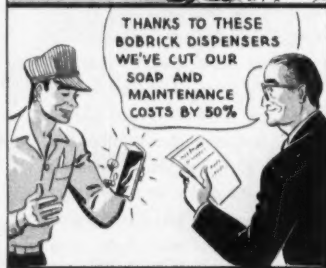
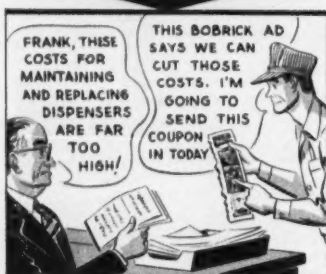
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SPOTLIGHT

Arndt, who has recently received a five-month assignment from the United States Department of State to serve as U. S. education specialist.

Dr. Arndt, professor of education at New York University, is a specialist in international education relations and an authority on education in European and Eastern nations.

He will spend six weeks with the Office of the U. S. High Commissioner for Germany on modern social studies programs for West Berlin's elementary, secondary and vocational schools.

He will conduct another educational project in India for ten weeks. Finally he plans to spend two weeks each in Burma and Formosa lecturing and serving as a consultant on education problems.

TV Network Proposed as Virginia War Memorial

RICHMOND, VA.—A state-wide educational television network is being considered as a World War II memorial for Virginia. The suggestion came from Herbert W. K. Fitzroy, administrator of the Richmond Area University Center.

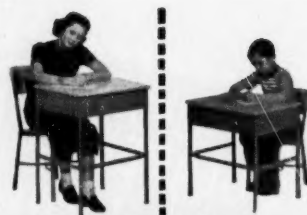
Shortly after the General Assembly appropriated \$500,000 toward a million dollar memorial building, there were demands for a reappraisal of the action. The memorial building would house state agencies for veterans and veterans' organizations.

The contemplated five-station network would cost over \$2,700,000. Fitzroy said that the proposed memorial building would serve a limited number of people while an educational TV network would benefit the entire state and would be a living memorial.

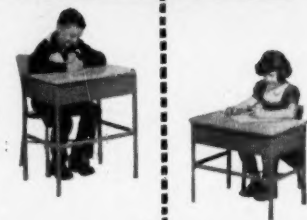
Graduate Course Initiated for Pre-School Teachers

CLEVELAND—A new graduate program for those who work with young children has been established at Western Reserve University. The three-semester program will lead to the degree of Master of Arts with concentration in early childhood education.

Content of the program is designed



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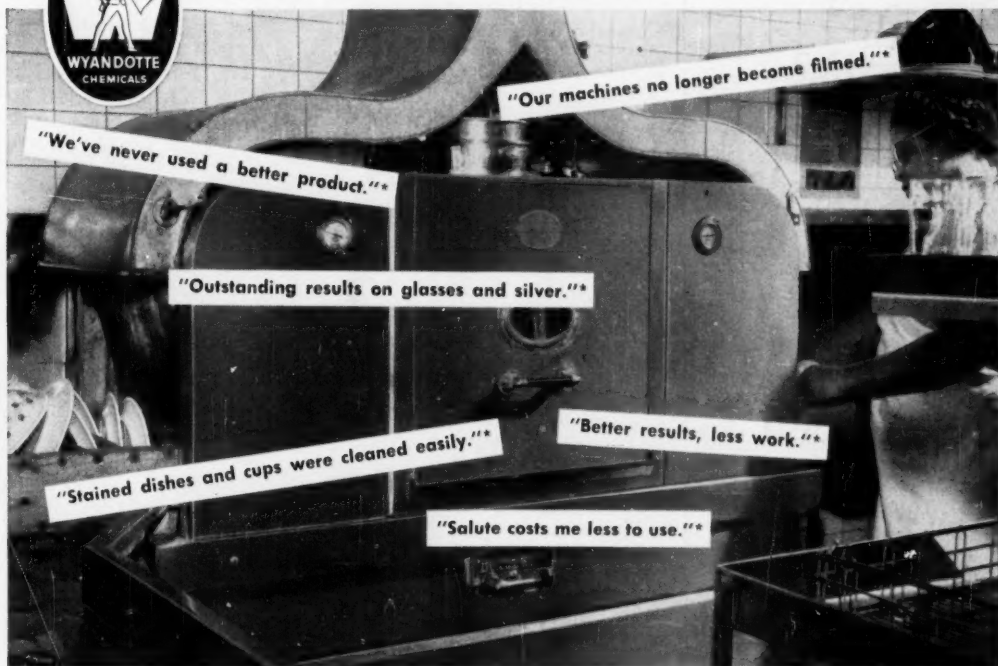
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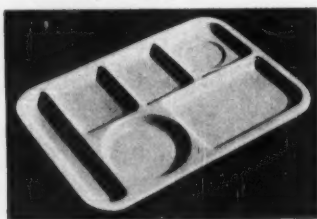
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for students interested in three related types of work—as teachers or supervisors of early childhood education centers, as educational specialists for groups of children in residential settings and hospitals, and as leaders in the field of parent education.

The faculties of the University's School of Applied Social Sciences, the department of psychiatry of the School of Medicine and the Division of Education are cooperating in this course.

Teachers Study Care of Palsied Children

NEW YORK — Five workshops designed to train teachers in the care and education of children with cerebral palsy are being held this summer in various parts of the country under the auspices of the Educational Advisory Board of United Cerebral Palsy.

Each workshop is centered around demonstration classes to provide practical experience in teaching palsied children. Lecturers and consultants represent such fields as education, speech, psychology, medicine and social work.

The workshops are made possible by allocations totaling \$24,400 from United Cerebral Palsy.

Twelve States Aid School Construction by Legislation

RED BANK, N. J.—Legislation designed to facilitate the financing of school construction through new or extended state aid or liberalization of local debt and tax restrictions was enacted during the first six months of this year by twelve states, according to Bethune Jones, who has recently made a study on this topic.

Proposals for state bond issues or other use of state credit for school building assistance have been enacted in Maryland, North Carolina and Washington.

Indiana, New York, North Dakota, South Carolina and Utah have passed measures to provide new, increased or extended state aid from sources other than new bond issues.

The legislatures of South Dakota, Washington and Wyoming approved

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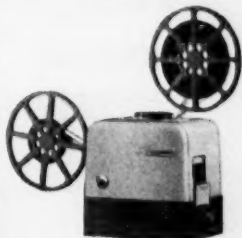
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"Low in cost, high in public favor . . . that describes the sound movie we made with the help of the Bell & Howell Filmosound 202."

says **JOHN P. MILLIGAN**
Superintendent of Schools
Atlantic City, New Jersey



New! Magnetic Filmosound 202 16mm recording projector lets you add that professional touch to your movies easily, inexpensively. Add sound to old silent films, change sound to fit specific needs . . . shows any 16mm movie. From \$699.

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Bell & Howell 70-DL is the ideal camera for filming your own sound movie. Rugged, versatile, dependable.

With sound movies the message really sinks in!

Although outside help was used only in the actual photography . . . the sound movie "Purposes of Education in Atlantic City" displays much of the skill professional movie-makers would employ.

Administrators of the Atlantic City schools sought to give the public real insight into their school system. They wanted to do this effectively but with a minimum of expense.

So they prepared their own script, worked with the commercial photographer who made the film, then put their own commentary on it themselves. The new Filmosound 202 magnetic recording projector enabled them to make this sound movie quickly, easily, inexpensively.

That's only one of the many ways you can use the Filmosound 202. This magnetic recording projector enables you to add sound to any 16mm movie or change sound tracks to fit any audience, any age group.

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SPOTLIGHT

legislation to liberalize local borrowing powers for school construction; and bills to broaden local taxing powers were passed in Idaho, Indiana and South Dakota.

Further information on pending state legislation and proposals which have not been passed may be obtained from Bethune Jones, 234 River Road, Red Bank, New Jersey.

Lift "Currency Curtain" on Education, Says Layman

PITTSBURGH—Lifting the "currency curtain" which blocks many foreign students from attending American colleges would achieve a major victory for U. S. foreign trade and political influence abroad, according to E. W. Meyers, Jr., president of Trion, Inc.

Mr. Meyers recently returned from an eleven-week trip around the world. Everywhere he went he found people "hungry for American technical education." By opening the doors of our technical schools to these people, we can contribute effectively to "bettering the living standards of peoples whose poverty now invites communism and wars," he said.

Currency barriers chiefly stand in the way of freedom in world education today, Meyers explained. Students from the Sterling Block have great difficulty in obtaining dollars to finance their education in America. In addition, the war-torn state of the world has greatly increased the number of foreign students who cannot afford an American education.

"For this country to contribute to the education of a sizeable number of foreign youths of special ability would cost but a drop from the bucket of funds being poured out today in foreign aid," Mr. Meyers declared, "but it would repay us a thousand-fold more than many aid projects." In business and politics, these students would be unofficial ambassadors for the United States, he said.

Mr. Meyers believed that through the joint efforts of the colleges, the state department, and manufacturers interested in foreign trade ways can be devised to lift the "currency curtain" and offer monetary aid to students all over the world to attend our colleges.



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that outwear ordinary faucet washers
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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Action Research To Improve School Practices

By Stephen M. Corey, Bureau of Publications, Teachers College, Columbia University, 1953, 161 pp., \$3.00.

Professor Corey of the Horace Mann-Lincoln Institute advocates, for most instances, action research rather than traditional controlled research as a basis for improving instruction. Action research is defined as the examining and evaluating of school practices by those persons who actually teach children, supervise teachers, or administer schools.

Professor Corey reasons that practitioners incorporate new procedures best when they participate in research precipitating change. Further, he observes that the traditional researcher is seeking findings of the widest possible applicability, whereas the researcher-practitioner, interested mainly in his peculiar problems, makes up in relevance for his situation what he may lack in research precision.

To help teachers, supervisors, and administrators test the worth of their own school practices, he describes and illustrates the action research process.

Community in Crisis

By James H. Tipton, Bureau of Publications, Teachers College, Columbia University, 1953, 180 pp., \$3.75.

"Central City" (names of persons and places are cloaked in anonymity) is a large midwestern industrial city which in 1945 moved toward elimination of segregation in public schools. A two-year period of student strikes and community conflict bordering on mass violence followed. School officials and board members, police, newspapers, and enlightened townspeople stumbled and fumbled together toward educational equality for Negroes.

Detailed documentary coverage of the two-year crisis is recorded to help other school systems with

comparable problems. From the careful record, school people can learn valuable vicarious lessons on school-community relations. The importance of firm administrative leadership in a crisis situation is especially well demonstrated.

What Can I Know?

By Herrymon Maurer, Harper and Brothers, New York, 1953, 253 pp., \$3.50.

What is truth? What can a man believe?

Herrymon Maurer, an intense, 39-year-old Quaker who once taught in West China, once served on *Fortune's* board of editors and now contributes to periodicals such as *Fortune* and *Commentary*, disavows authoritative answers to the stiff, soul questions. In man's search to know God, truth, himself, Mr. Maurer asserts that reliance can be placed only on facts, those relentless, never-to-be-dodged experiences which are the raw material of life and the source of whatever certainty we have.

To help man get closer to encounters with fact, he explores "prophetic radicalism." Prophets since half a millennium B.C. have left, he says, a recorded tradition of "I-know experience" to which we can relate our own experience, which links all the higher religions, is broader than the various faiths, and is radical in the sense that it is forever against the world as it is.

Effective Home-School Relations

By James L. Hymes, Jr., Prentice-Hall, Inc., New York, 1953, 264 pp., \$3.50.

"Love my child, and I will love you." That is a teacher's key to understanding parents, says Professor of Education Hymes of Peabody College.

This deceptively simple book on effective home-school cooperation is made up of such truths—principles and practices we all know but can bear with hearing again, especially when the re-statements

are good and highly readable. Professor Hymes has a broad, professional grasp of school problems; he also, quite obviously, knows and understands the problems and pressures which beset modern parents. He sounds like an educator and he sounds like a parent.

That unusual blend makes this a really helpful book on teacher-parent relations.

Climate for Learning

By Maurice J. Thomas, et al., University of Pittsburgh Press, 1953, 110 pp., \$2.00.

The cultural and physical setting of public education was discussed at the third Institute on Public Education for School Board Members, held at the University of Pittsburgh.

Speakers were Prof. Thomas of the University of Pittsburgh; Dr. Counts of Teachers College, Columbia University; Dr. Mowrey of the West Virginia Education Association; U. S. (Washington) District Judge Youndahl; Dr. Benjamin of Peabody; Dr. Bracken of Clayton, Missouri, Public Schools; and Dr. Mort of Teachers College, Columbia.

Introduction to Testing and The Use of Test Results in Public Schools

By Arthur E. Traxler, et al., Harper and Brothers, New York, 1953, 113 pp., \$2.50.

This non-technical discussion of testing, equally good for manual or textbook use, was sponsored by the Public Schools Advisory Committee of the Educational Records Bureau. It is concerned with the nature and characteristics of a good testing program; with selecting, giving, and scoring tests; and with interpreting, recording, and using test results.

"Pamphlets of Interest" appears on page 16.

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The Washington Scene



All who can leave Washington in summer do so. Already the Supreme Court had adjourned until fall, and the Justices were scattered on their vacations when Chief Justice Vinson summarily recalled them to pass judgment on the stay of execution in a cause célèbre which is familiar by now to every American. The queues lined up again.

The decision which the Court faced was more sensational, but not as significant as one which the people flocked to hear on June 8.

The Fourteenth Amendment to the Constitution of the United States includes the following statement: "All persons born or naturalized in the United States . . . are citizens . . . No state shall make or enforce any law which shall abridge the privileges or immunities of citizens . . . ; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Last Fall came citizens from Virginia, South Carolina, Delaware, Kansas, and the District of Columbia to argue that racial segregation in the public schools is a violation of the Fourteenth Amendment.

Although a decision on this argument was expected June 8, the Supreme Court made no decision, but advanced some major queries calling for reargument next October 12. The Court asked attorneys who had brought in the cases from the above states and attorneys from the Department of Justice to discuss the Fourteenth Amendment as it applies to those cases.

The order for reargument and questions posed by the Court include the following:

1. What evidence is there that the Congress which submitted and the

state legislatures and conventions which ratified the Fourteenth Amendment contemplated or did not contemplate, understood or did not understand, that it would abolish segregation in public schools?

2. If neither the Congress in submitting nor the states in ratifying the Fourteenth Amendment understood that compliance with it would require the immediate abolition of segregation in public schools, was it nevertheless the understanding of the framers of the amendment?

Providing that it was the understanding of those who framed the legislation that segregation was to be abolished, how was it to be abolished? By future Congresses, in the exercise of the power granted to them in the Fourteenth Amendment to "enforce by appropriate legislation the provisions of this Article"? Or would it be within the judicial power to construe the Amendment as abolishing such segregation of its own force?

3. Assuming it is decided by the judicial power that segregation in public schools violates the Fourteenth Amendment, would a decree necessarily follow providing that, within the limits set by normal geographic school districting, Negro children should be forthwith admitted to schools of their choice, or may the Court in the exercise of its equity powers permit a gradual adjustment to be brought about from existing segregated systems to a system not based on color distinctions?

4. Assuming that the Court in the exercise of its equity powers should gradually abolish segregation, should the Court formulate detailed decrees in these cases? If so, what specific issues should the decrees reach? Should the Court appoint a special master to hear evidence with a view to recommending specific terms for

such decrees? Should the Court remand to the courts of first instances with directions to frame decrees in these cases, and if so what procedures should the courts of first instances follow in arriving at the specific terms of more detailed decrees?

The questions posed by the Supreme Court will require a summer of research. The musty records of committee hearings and debates on the floor of Congress will be dusted off and analyzed to discover whether those who saw the Fourteenth Amendment to its enactment really intended through its provisions to permit a dual school system. In the meantime, educators look forward to a decision which may be the most momentous of this century for the American schools.

The White House announces the nomination of Lee M. Thurston, who has been State Superintendent of Public Schools in Michigan for seven years, as U. S. Commissioner of Education. He succeeds Earl J. McGrath, who resigned in protest against threats to cut severely appropriations for the U. S. Office of Education and grants for activities in which the Office is engaged.

Threats to grants did not materialize. Although the Budget Bureau ordered the 1954 appropriations for vocational education to be kept down to \$14 million, the House voted \$18,673,000.

The Land Grant Colleges will receive the traditional payment of \$2,500,000. War-impacted school districts will get \$66,500,000, which is six million more than the Appropriations Committee had marked for this purpose. The school lunch program was restored to the full \$83,000,000 requested.

Only the budgetary item for salary and expenses of staff members of the Office of Education, at the moment, stands trimmed. These items were cut nearly half a million dollars. To protect itself against this cut, the Office has passed out dismissal notices to 34 additional staff members. Seventy-one staff members of the Office of Education have already been released.

The bill to grant more favorable postal rates on educational films passed the Senate unanimously. Hearings are now being held by the House Committee which must launch the legislation in that body. Sponsors are optimistic.



Maintenance Superintendent M.R.K. reports—

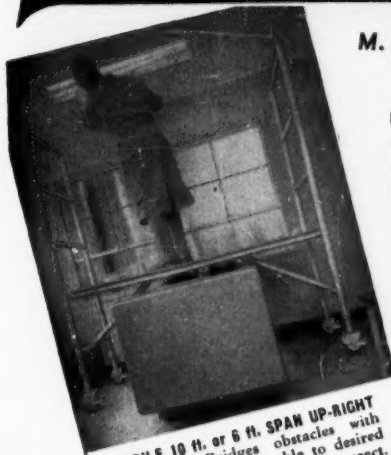
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LARGE AREAS can be painted in far less time by bridging between 2 span-scaffolds and moving them simultaneously.

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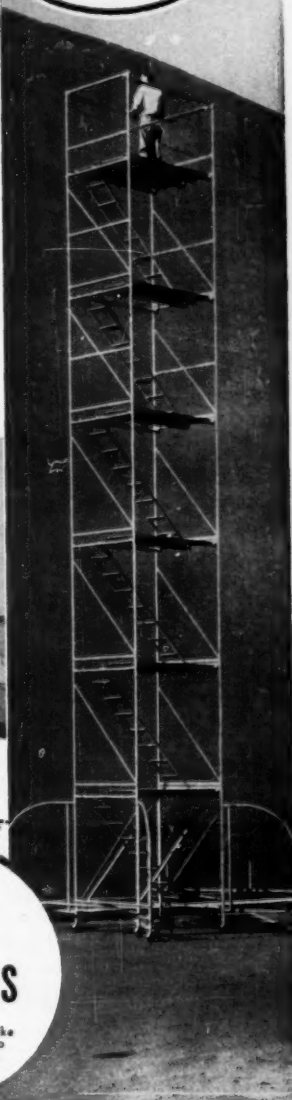
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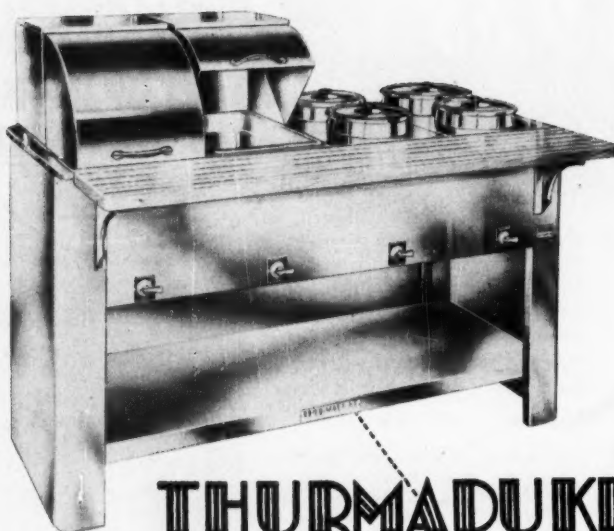
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THE WATERLESS FOOD WARMER

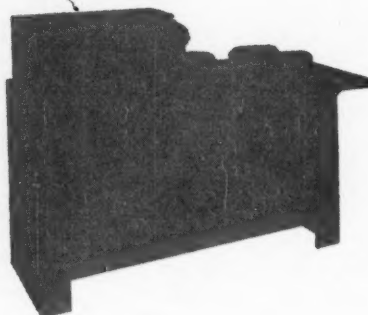
are the imitations really as good?

Science recently produced an imitation diamond equal in all respects to the natural stone. Yet the diamond market remained undisturbed. Why? Because this achievement, while a scientific success was an economic flop. The imitation diamond cost many times more than the natural stone!

Repeated over and over again, this example is the history of imitations. In order to stay competitive in price, something must be left out, corners must be cut to reduce costs.

That's why it pays to investigate thoroughly when you are told that an imitation is just as good as Thurmaduke or the same as Thurmaduke. "

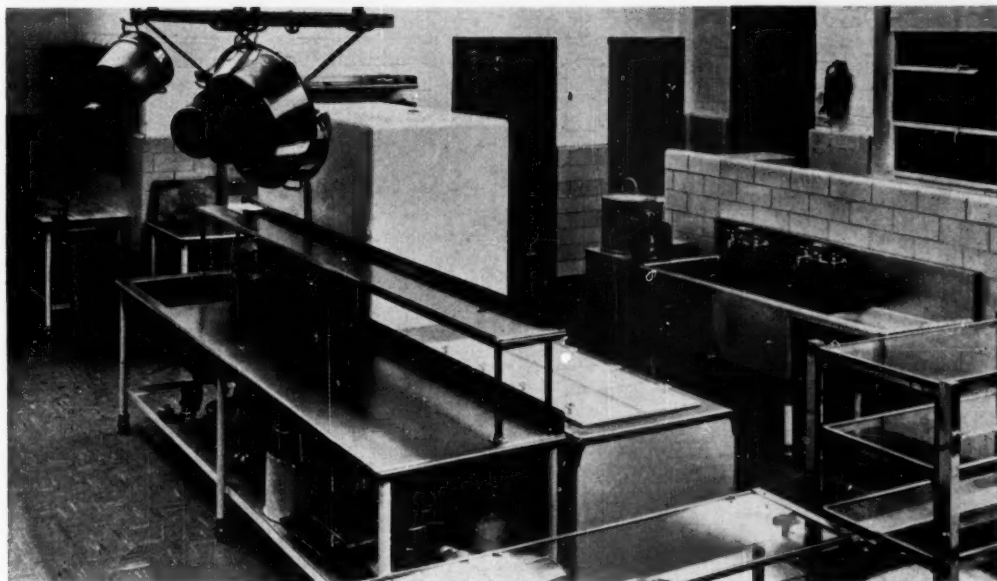
There are many sound reasons why more Thurmaduke Waterless Food Warmers are sold than all other makes combined . . . and your Thurmaduke Dealer will be glad to show and explain them.



Call your local Thurmaduke Dealer or
write us for new illustrated Catalog S-538

DUKE MANUFACTURING CO., ST. LOUIS 6, MO.

D. Meaney photo



Central placement of the refrigerator, as here, so that it is convenient to all work areas, will save many steps.

Equipping the School Lunch Kitchen

by MAY POULSEN

MOST SCHOOLS building or re-equipping cafeterias today aim at being set up to prepare and serve the luncheon designated "Type A" under the National School Lunch Program.

It is the most nutritious of the three lunch types, and as an incentive to schools to provide the Type A lunch, the highest rate of reimbursement is given for it.

The Type A Lunch consists of:

1. One-half pint of whole milk as a beverage.
2. Two ounces of lean meat, poultry, fish or cheese, or one egg, or one-half cup of cooked dry beans or peas, or four tablespoons of peanut butter.
3. Three-fourths cup of vegetables or fruit or both.
4. One or more portions of bread or muffins or other bread made

of whole-grain cereal or enriched flour.

5. Two teaspoons of butter or fortified margarine.

In preparing and serving the Type A school lunch six general processes are involved: Receiving and storing food, preparation, serving, dining, dishwashing, and clean-up. In addition some provisions are necessary for management, sanitation, and comfort of the employee.

The working center is divided into several kitchen areas. Generally these are classified as: main dish; vegetable; salad, sandwich and other cold foods; baking; and clean-up. However, in small or converted school lunchroom kitchens these areas are usually grouped together in two preparation centers: one for main dish and vegetable, another for salad, sandwich and dessert, plus the neces-

May Poulsen is State Supervisor of the School Lunch Division of the Utah Department of Public Instruction.

THE WHOLE SCHOOL

Reports for Sports with

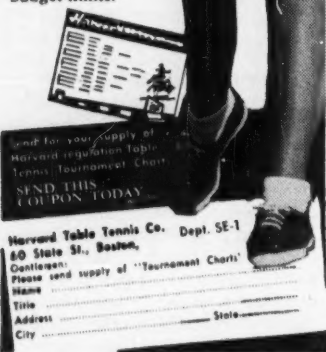
Harvard

TABLE TENNIS EQUIPMENT

The huge majority left out of organized competitive sports "make the team" in table tennis.

Mae Clouther, 3-time U. S. Doubles Champion, recommends Harvard equipment exclusively.

HARVARD TABLE TENNIS EQUIPMENT, ranks first with champions, offers you top-quality equipment within your budget limits.



Send for your supply of Harvard regulation Table Tennis Tournament Chart.

SEND THIS COUPON TODAY.

Harvard Table Tennis Co. Dept. SE-1
40 State St., Boston, Contlemen:

Please send supply of "Tournament Chart"

Name _____
Title _____
Address _____ State _____
City _____

sary clean-up unit. Spaces for baking and dessert and vegetable preparation are usually planned in the newly built and larger lunchrooms, thus providing adequate space in the other centers. Each of these units should be conveniently located with easy access to the required equipment.

Working units should be so arranged that food supplies move forward in orderly sequence from storeroom to various preparation areas and on to the service center with the least possible retracing of steps or crossing of traffic lanes.

The kind and size of equipment should be determined by the number of students served, menu pattern, and retention of maximum nutritive value.

Minimum Equipment

Basic minimum equipment consists of heavy-duty range, refrigerator, cook's table, and three-compartment sink.

The cooking area should be near the center and directly opposite the serving counter with the cook's table and utensils placed in front of the range or no more than four feet distant. Nearness to the water supply is also desirable. In some instances, many steps will be saved by installing the range so that top units are accessible from both front and back.

It is desirable that the refrigerator be placed as centrally as possible to be conveniently usable in all units.

The clean-up or dishwashing area is located adjacent to the dining room and consists of a three-compartment sink, dish baskets or racks, work surface, storage for clean dish or tray facilities, and container for disposal of waste. Adequate supply of 170° water is a necessity in meeting sanitation standards of the state and local health department for rinsing and sanitizing dishes.

Vegetable Preparation

In larger lunchroom kitchens, or where separate vegetable and baking preparation centers are provided, the vegetable preparation area should be located near the storeroom and delivery service entry. Equipment for this center should include a two-compartment sink with drain boards; work surface with hard-wood top (or cutting and chopping board) for the

necessary washing, trimming, sorting and cutting of vegetables; and storage space for essential utensils. There should be easy access to the refrigerator. The mechanical peeler placed near or adjoining the vegetable sink is desirable in schools serving over 150 students.

Useful Additions

The baking and dessert preparation area should be located near the cooking center with adequate space for both main dish and baking preparations. Within this area, also conveniently located, are the power mixer, food supplies, and utensil storage.

With increasing participation, or when the operation becomes economically possible, other equipment is furnished. After basic requirements have been met, the next addition is the power mixer with attachments.

When additional cooking equipment is provided, deck ovens, a compartment steamer or a steam-jacketed kettle may be considered in preference to a second range. The menu pattern will decide whether the bake or steam equipment is more desirable. Mechanical dishwashing machines aid in the clean-up operation, particularly in large centers.

Additional Factors

Of course, along with the large equipment, other factors are very important. Good lighting is a necessity. Although the general area may be lighted by windows, it is recommended that artificial lights with shields for diffusion be installed to insure adequate lighting at all work areas. Ample light promotes cleanliness and lessens fatigue.

In many kitchens it may become necessary to install a ventilated hood over the range or cooking area and fresh-air fan in the kitchen for the required ventilation.

Hand-washing facilities and a dressing room for the employees should be placed near the kitchen entrance to encourage good sanitation.

A manager's planning desk located near or in the kitchen is a convenience and an aid to the manager for the necessary record keeping in school lunchroom management.

Here's important news about School Sound Systems



Equipped to serve up to 60 rooms, RCA Console mounted on matching console base, complete with AM-FM radio and phonograph turntable.

Streamline administration these 4 ways with RCA's Full-Function Console

Here's the answer to a thousand-and-one administrative details—the RCA Full-Function Console. Use it to distribute administrative information, instruction, music, radio broadcasts, and school entertainment to any list of rooms in your school. Use it to give yourself more time for important administrative affairs. It's faster than holding an assembly, more effective than distributing a memo. And it's built to perform with RCA superiority.

FOR INFORMATION on RCA Sound Systems contact
your RCA Sound Distributor or MAIL COUPON NOW



SOUND PRODUCTS

**RADIO CORPORATION
of AMERICA**

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal



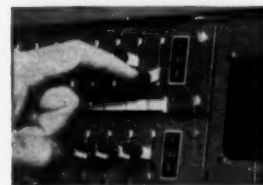
1. Complete roster at your fingertips—Here's your master list of rooms, ready for selection—singly or in combination. Set up any distribution list you want in seconds.



2. Add extra channels as your needs expand—Your RCA Console grows as your school expands. Keyboard panels can be added at any time to serve as many as 60 rooms.



3. Immediate switchover for emergency instructions—To issue emergency instructions or general announcements, turn master switch to "all" position. Give explicit instructions—"talk" your students to safety.



4. May be equipped with intercom system—Your RCA Console can be equipped to provide two-way conversation with any room in your school at the flip of a switch.

Sound Products, Dept. 109T, Building 15-7
Radio Corporation of America, Camden, N. J.

Please send me information on the following RCA Sound Equipment:

☐ RCA Console for as many as 60 rooms. ☐ RCA Public Address Systems for gymnasiums, auditoriums, playing fields.

Name _____ Title _____

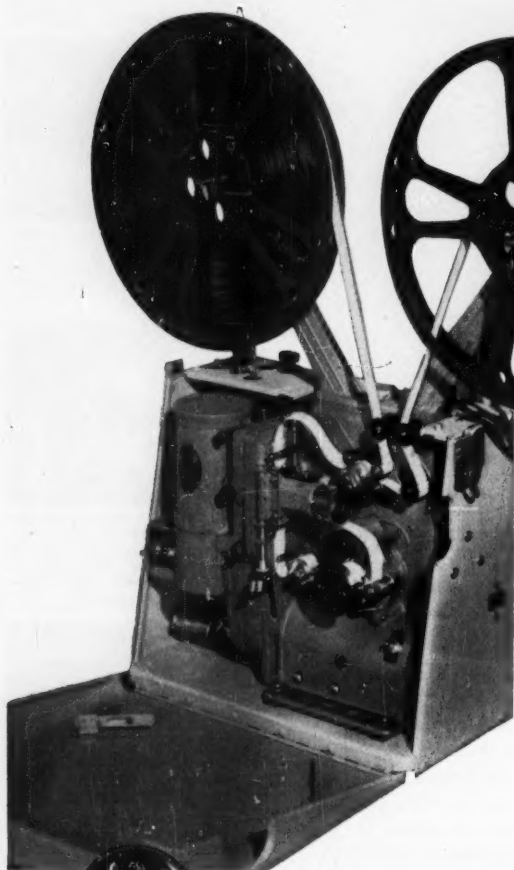
School _____

Address _____

City _____ Zone _____ State _____

IN A FRACTION OF A SECOND

Safety film trips are Victor's mechanical policemen . . . always on guard during your film programs to prevent costly film damage. Your time and money are saved against film tearing, blistering, kinking, scratching and punching. Yes, we believe in **SAFETY FIRST** . . . for you and your films.



VICTOR also gives you superb picture quality . . . superior sound system . . . easy portability . . . Guarantee and Underwriters' Laboratories approval . . . modern functional design. For the complete story, mail coupon today.

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QUALITY MOTION PICTURE EQUIPMENT SINCE 1910



VICTOR
Safety
Film Trips
Stop Film
Damage

Here's Why You Get . . . GREATER FILM PROTECTION

- **SAFETY FILM TRIPS** automatically stop projector instantly in case of film emergency.
- **SAFETY FILM PATH** has undercut rollers and film channels to protect picture and sound area from scratches.
- **LARGE SINGLE DRIVE SPROCKET**—Eases film stress and simplifies threading.
- **DUAL FLEXO PAWLS**—Famous cushioned action completely eliminates perforation damage.
- **180°-SWING-OUT LENS** facilitates threading and cleaning of both film channel and pressure plate.

VICTOR ANIMATOGRAPH CORPORATION

Dept. E-8

Davenport, Iowa

Send complete details on Victor 16mm Sound Projectors.

NAME _____

ADDRESS _____

CITY _____

ZONE _____

STATE _____

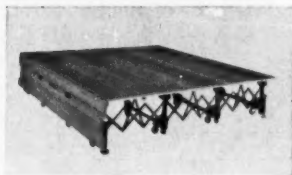
School Equipment

News

Folding Stage

SE-401

Is Completely Portable



Any room can become a theatre through the use of the new Horn Folding Stage. You simply roll a Horn Folding Stage into position, secure it in place with a few quick turns of the floor stops and it is ready for use. When the stage is no longer needed, simply release the floor stops, fold the stage, and it rolls smoothly out of the way, freeing valuable floor space for other uses.

The stage is solidly constructed from select fir. The wood floor will not sag or sway because it is mounted on a sturdy steel understructure.

Available in standard heights of 15 and 24 inches and in standard widths of 6, 8, 10, 12, 14, and 16 feet. Each of these sizes can be obtained with from 1 to 19 folding sections. Each section is 22 inches wide and folds into a space 3½ inches deep.

THE BRUNSWICK-BALKE-COLLENDER CO., 623 S. Wabash Ave., Chicago, Ill.

Building Materials

SE-402

Are Made of Plastic

Wright Manufacturing Co. has begun production on a new line of reinforced plastic building materials. Included in the line is Sturdalite, a shatterproof translucent structural panel; Versatex, a siding and roofing material that never needs painting; and Versarite, a green plastic chalkboard. All these products are permanent and low in cost.

Sturdalite is well suited for skylighting, windows, partitions, etc. It comes corrugated or plain, flat or curved, in a range of sizes from 6 to 12 feet long, and from 26 to 40 inches wide. The corrugations are designed to nest closely with steel or aluminum or standard pitch. Special weatherproofing is not needed.

Versatex, the roofing material, has a hard, smooth, non-porous surface, does not become mottled or marred, and can be easily cleaned with water.

The chalkboard material, Versarite, is exceptionally lightweight and strong. Made of tough fibre glass, it will not crack, splinter, or become mottled. Slate-green in color, it can double as an interior wall material, and lends itself to wall-chalkboard combinations for the schoolroom or nursery.

WRIGHT MFG. CO., Houston, Tex.

Tray-Washing Rack

SE-403

For Every Model Dishwasher



Metropolitan Wire Good Corp. announces the latest design in a special tray-washing rack which eliminates hand washing of working plastic, aluminum and stainless steel trays. It is available for use in every model dishwashing machine.

The rack features individual tilted compartments which protect the trays and, at the same time, provide a very thorough and sanitary washing job.

This rack is sturdily constructed. Each cross wire is crimped around

the inner shell and an angle iron frame around the bottom contributes to its ruggedness and long life. The racks have been dipped in molten tin after fabrication.

METROPOLITAN WIRE GOODS CORP., 70 Washington St., Brooklyn 1, N. Y.

Book Drawers

SE-404

Double Storage Capacity



The book storage capacity of existing libraries and new buildings can be substantially increased with Ames Stor-Mor Book Drawers. By utilizing every other range aisle in the stack area, this new compact storage equipment can accommodate up to twice as many volumes as conventional shelving.

Existing installations of freestanding or multi-tier shelving are readily converted to compact storage. The same uprights used for bracket-type or case-type shelves serve as supports for the Drawers. The Drawer assemblies are available for one or more sections of a range, or complete conversion can be made.

The drawers are freely interchangeable with the regular shelving. All volumes are placed in parallel rows the full depth of the drawer and are held in position by an adjustable book support.

W. R. AMES CO., 150 Hooper St., San Francisco 7, Calif.

(Continued on page 108)

Electronic Organ SE-405

In New Spinnet-Type Model

The Orga-sonic is a compact spinnet-type electronic organ which requires less space than a spinnet piano but faithfully reproduces a wide range of traditional organ tone colors. Directly above the upper (solo) keyboard are 19 independent color-keyed stops (black lettering for diapasons and flutes, green for strings, red for reeds) and a black tab coupler, enabling the performer to add new combinations and effects easily with either hand.

The organ stands 37 1/4" high, and measures 26" in depth, and 46" in



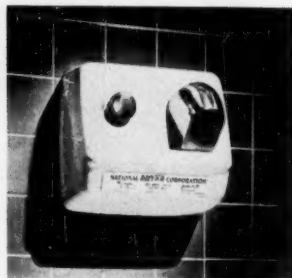
width. Complete with bench.

THE BALDWIN PIANO Co., Cincinnati, Ohio.

Hair Dryer

SE-406

Dries Hair in Three Minutes



The automatic electric hair dryer above only takes three minutes to dry hair effectively after swim classes. When installed in schools, it cuts down absenteeism because it promotes good health and guards against colds due to wet hair. It provides a sanitary hair drying service and reduces locker room congestion and classroom tardiness.

Operated by a universal type, 1/10 hp, 7500 rpm motor, it delivers 152 cu. feet of air per minute through a 2140 watt heating element capable of raising the temperature of the air to 130 degrees in a 72 degree room.

The dryer cover is a one-piece iron casting finished in acid-resisting porcelain enamel. Actuated by a push button, the dryer cuts off automatically after three minutes.

NATIONAL DRYER CORP., 616 W. Adams St., Chicago, Ill.



SE-229

"PAY DIRT" IN SCHOOLS

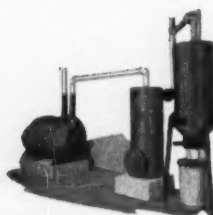
Dirt and dust can be very expensive if not promptly removed. It endangers health, destroys books, decorations and equipment and lowers the morale of the students.

The real "Pay Dirt" is that extra ounce or pound that is extracted every day with the Spencer Central Cleaning System.

It saves time, gets more of the dirt, and because it lasts a lifetime with low maintenance, it costs less in the long run.

Also cleans chalk trays, gymnasiums, radiators, boilers, filters, projectors and a dozen other hard-to-clean spots quickly and easily.

Leading architects and educators endorse it. Ask for the Bulletins.



The vacuum producer and dirt container are located in the basement. Piping connects to convenient inlets all over the building.

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

Paint Striper

SE-407

Paints Circles, Curves, Straight Lines

The K and K Paint Striper machine makes it easy to paint a line from one inch to four inches in width, by simply changing rollers. It is also designed to attach an adjustable steel cable which makes it possible to paint circles of any radius, large or small.

The machine has a large paint reservoir, one gallon capacity, which has a cover to prevent evaporation. The handle is made of plated steel tubing for minimum weight, curved to fit the hand. The paint flow is automatically controlled by a float valve in the wheel tank.

K & K STRIPER Co., P. O. Box No. 3266, Detroit 14, Mich.

Teaching is

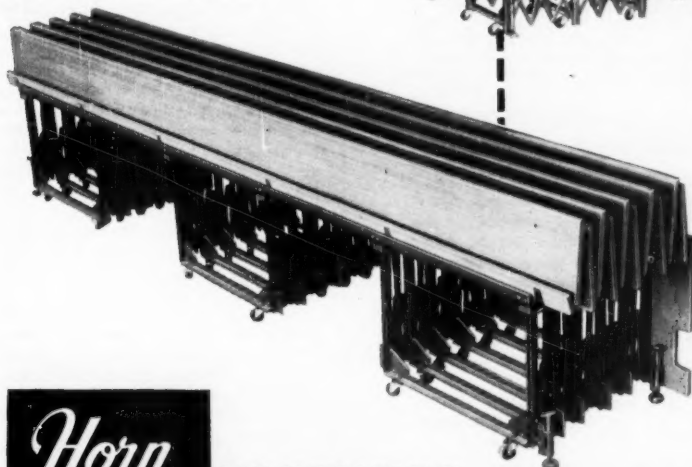
SE-246



Photographed in Dearborn Public Schools, Dearborn, Mich.

...with **HORN** folding stages!

Education "comes to life" for children when they use a stage for skits, speeches, assemblies. Portable Horn Folding Stages increase classroom usefulness, make learning fun, teaching easier.



Easy to open—completely portable, on roller-bearing rollers, Horn Folding Stages are easy to move, easy to open for use in any room. Sturdy steel under-structure provides solid foundation. Locking action keeps stage stable, adjusts to uneven floors.

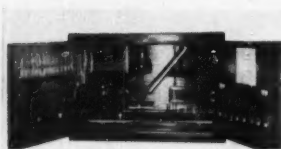
Easy to store—Stages fold compactly when not in use. A stage that extends to 11 feet 4 inches, folds, stores in 25¼ inches. Horn Folding Stages are available in standard widths, 15 and 24 inch heights and depths up to 35 feet. Write today for brochure and full information about the only portable folding stage.



SCHOOL EQUIPMENT DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY • 623 SO. WABASH, CHICAGO, ILL.

SE-408
Ultramicro Analysis Unit
For All Ordinary Drop-Scale Analysis



A new self-contained portable unit

for all ordinary drop-scale analysis is now available. With this unit, acidimetry and oxidimetry titrations, filtrations, precipitations, making up of volumetric solutions and all of the basic operations of ultra micro analysis can be performed.

All necessary apparatus is arranged in the most convenient manner possible for efficient working conditions. Included are built-in electrical connections and four built-in hydro valves for air, gas, water and vacuum. The hardwood cabinet measures 2 feet high, 3 feet wide and 18 inches deep.

MICROCHEMICAL SPECIALTIES Co.,
 1834 University Ave., Berkeley 3,
 Calif.

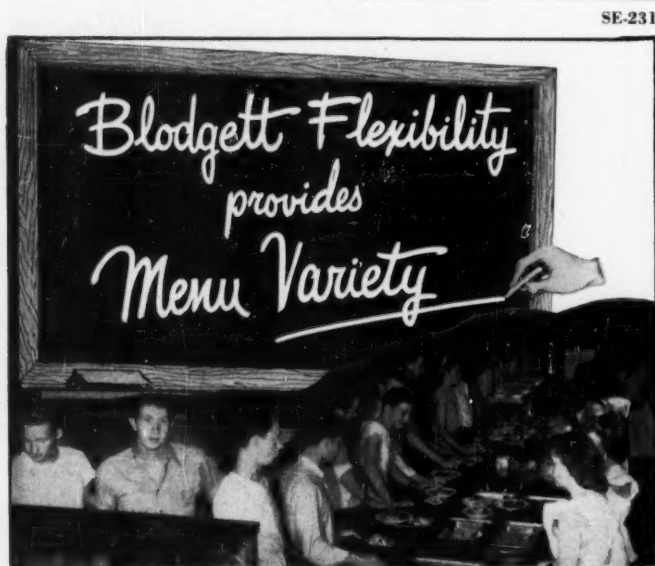
SE-409
Craft Bench
For Simple Handicrafts



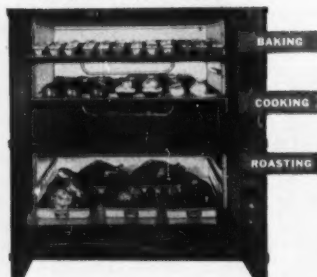
The Portable Craft Bench is a new addition to the Adjustable school furniture line. It furnishes facilities for simple metal, woodwork, plastics and other handicrafts. It has a 2½" metal vise and 6" wood vise, ample storage area with tool racks and space for handicraft tool kits and supplies. The top is of hard maple. The bench is mounted on double wheel casters with stops to anchor it in position.

A special feature of this line is that the height of the pieces can be raised or lowered in a few moments, accommodating a variety of age groups.

ADJUSTABLE CABINETS, INC., 400
 Scajaquada St., Buffalo 11, N. Y.



Young healthy appetites demand nourishing meals. This modern kitchen tool is ideal for schools to keep a steady stream of oven-prepared foods flowing to the school tables . . . **THREE WAYS . . . ROASTING . . . BAKING . . . GENERAL OVEN COOKERY.** The speed and flexibility of a Blodgett Oven make it possible to cook your food to perfection and have it ready on schedule. Dietitians recognize in hot, nourishing oven-prepared meals the best means of serving a wide variety of meals at prices students can afford to pay.



**A BLODGETT COOKS
 70% OF YOUR MENU**

On one large, single deck a Blodgett offers capacity for meat pies, meat loafs, baked vegetables or pastries, desserts and hot breads. Another deck roasts your meat or bakes your fish. You are always assured variety because a Blodgett can prepare as much as 70% of the cooked food on your menu.

Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.

THE G. S. **BLODGETT** CO. INC.

80 LAKESIDE AVE., BURLINGTON, VERMONT

IN CANADA: GARLAND-BLODGETT, LTD., 2286 EGLINGTON WEST TORONTO, ONTARIO

SE-410
Floor Machine
Is Powerful, Low Cost Machine

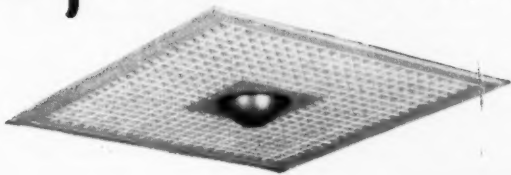
Hild has introduced their Model K Floor Machine, a unit priced in the low cost field, yet equipped with a powerful ⅓ hp heavy duty vertical motor. The 12½ inch brush spread and brush speed of 210 rpms assure lively action for a hard finish on all waxed surfaces. Attachments are available to scrub, wax, polish, buff, sand and steel-wool floors of all kinds.

The model K weighs only 34 lbs., 38 lbs. with brush attached. It runs quietly so that maintenance work can be done at any hour.

A feature of the machine is an efficient new power transmission system. Power is transmitted from motor to brush through a cog tooth belt made of tough rubber and nylon, reinforced with multiple strands of steel cable embedded in the rubber.

HILD FLOOR MACHINE CO., 740
 W. Washington Blvd., Chicago 6,
 Ill.

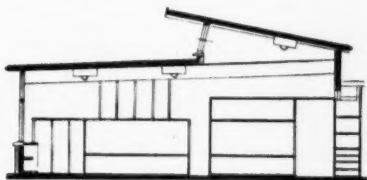
Skylikesolves a school lighting problem



THE PROBLEM ...

To provide correct lighting throughout a modern, single story school building where clerestory construction to provide natural light precludes the use of conventional artificial lighting methods.

THE SOLUTION ...



In each classroom (typical cross-section shown above) fifteen 300 W. Silvered-Bowl Lamp, surface mounted SKYLIKE fixtures were installed. They were centered between beams which are exposed in this type of construction. Light for critical seeing conditions was provided in all parts of the room during the day...and for night use.



Typical classroom at the Whittier School at Bozeman, Montana

Mr. Oswald Berg, Jr. architect for the Whittier School at Bozeman, Montana, comments on the installation as follows:

"The Silvray Skylike fixtures are in keeping with the atmosphere and structural system of the school. This fixture provides an even, high level controlled distribution of light. It is also of very low brightness because of the shielding provided by the louver. Because of its high efficiency, low wattage lamps were used with resultant economies in electrical circuits and reduced heat from the lighting system."

Skylike...

The modern, versatile lighting unit that is successfully solving school lighting problems throughout the country is also the first choice in...

DEPARTMENT STORES
OFFICE BUILDINGS
HOUSING DEVELOPMENTS
RETAIL STORES
RESTAURANTS
THEATRES
BANKS



SEND FOR THIS FREE BOOKLET ON MODERN SCHOOL LIGHTING

A completely detailed and illustrated 16 page booklet provides up-to-the-minute facts on correct school lighting and how SKYLIKE is an important factor in the new concept of school lighting. Just fill in and mail this coupon.

SKYLIKE Lighting, Inc. 103 West Main St., Bound Brook, N. J.

Gentlemen:

Please send me complete information on Silvray SKYLIKE

NAME _____

FIRM _____

TITLE _____

ADDRESS _____

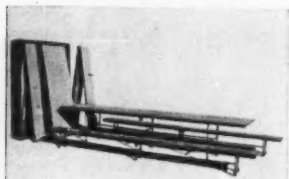
CITY _____

ZONE _____

STATE _____

Tables, Benches Fold Up, Out of Way

SE-411



The Rol-Fol Table and Bench Set, Model TB-40, consists of two table and bench sets housed in one steel

wall cabinet. When the units are rolled out for use, 40 children may be comfortably seated.

This combination unit has been developed from recommendations of architects and school administrators. Often multi-use rooms do not have sufficient wall area to permit installation of enough of the standard cabinets to handle the room requirements. This new model doubles the table and seating capacity of the standard Rol-Fol set without using additional wall surface area.

The tables and benches are available in eight graded heights and are

interchangeable in any cabinet. The tops are surfaced in linoleum or thermo-plastics. Legs and underside bracing of steel are finished in baked enamel Hammertone finish.

ROL-FOL TABLE, Inc., 8467 Melrose Pl., Los Angeles 46, Calif.

Wardrobe Racks Feature Double Capacity

SE-412

Vogel-Peterson Co. announces two new collapsible wardrobe racks with unique twin hanger bars that double capacity. The three-foot rack has a capacity of 48 coats and hats and the four-foot unit holds 64 coats and hats on slightly over four square feet of floor space. Coat hangers can be substituted for hooks with some loss of capacity, or combination of hangers and hooks are easily arranged since the double hooks, which straddle the hanger bars, are easily snapped on or off the bars.

These Double Checkerette racks can be "knocked down" for storage or transporting. Ten racks can be stored in 18 sq. feet. Construction is of welded square steel shapes, finished in baked gray enamel.

VOGEL-PETERSON Co., 1127 W. 37 St., Chicago 9, Ill.

"...more economical and practical, all around..."

SE-233



ERIE COUNTY HOSPITAL KITCHEN

says Hospital Manager about Boontonware

"We switched to Boontonware for patient use about four years ago. Since then, we have re-ordered for the staff and will soon be using nothing but Boontonware."

"One cup handle has been our entire loss in all this time. So you can appreciate what we have saved in former replacement costs."

"Patients delight in two features particularly — the cheery note of its color and the way that its insulat-

ing quality preserves the appetizing serving temperature of foods. And tray-carrying nurses are so grateful for its light weight."

"We think Boontonware is more economical and practical for hospital operation, all around."

ERIE COUNTY, PA.
TUBERCULOSIS HOSPITAL

Edward J. Jett
Business Manager

Wherever style and durability in dinnerware are important, Boontonware is working the same wonders. Find out more about it. See it, handle it — yes, drop it, if you want proof-positive.

See your regular Supply House or write us for the name of your nearest Dealer

Boontonware
fine dinnerware fashioned of MELMAC®

Mix or Match:
POWDER BLUE
GOLDEN YELLOW
CRANBERRY RED
TAWNY BUFF
SEA FOAM GREEN
STONE GRAY
FOREST GREEN

Boontonware complies with CS 173-50, the heavy-duty melamine dinnerware specification as developed by the trade and issued by U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association.



BOONTON MOLDING COMPANY • BOONTON • N. J.

Commercial Cleaner Small Model Packs Power

SE-413



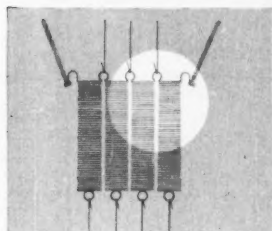
Especially designed for those schools who need a small size, low-priced, light weight yet powerful cleaner is the new Super Model JS above. Lighter in weight and more readily portable than the large power cleaners, this model delivers heavy duty power, pick-up, performance and durability in all dry suction cleaning and blowing operations. It is powered by a 1½ hp motor, driving a 3-stage fan. The unit is extremely quiet in operation.

NATIONAL SUPER SERVICE Co., Inc., Toledo, Ohio.

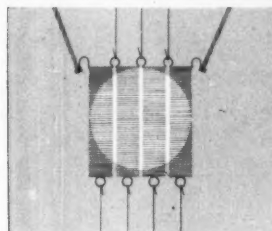
G-E PROJECTION LAMPS

"On target" .. to assure you full screen brightness!

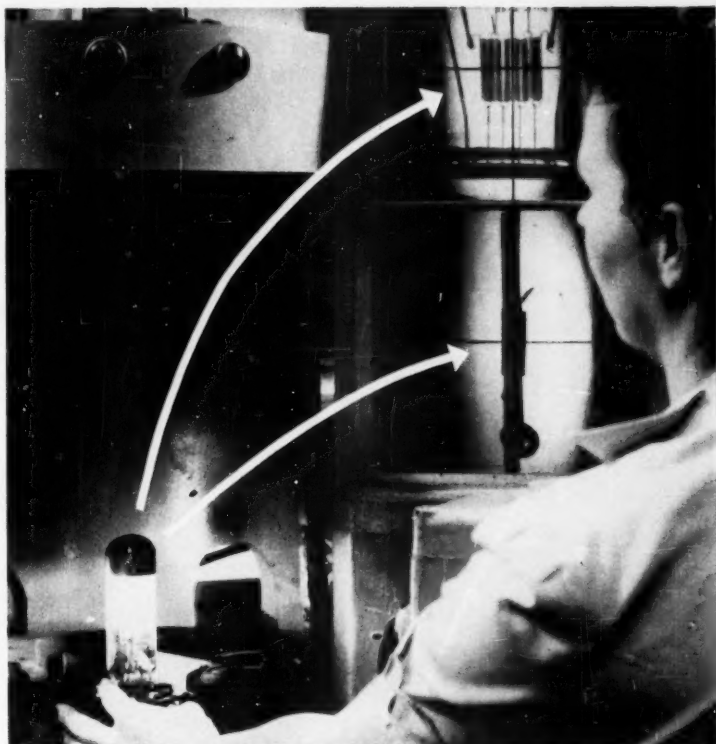
**SEE WHAT THIS
MEANS TO YOU:**



Filament not centered with lens—only partial coverage, loss in picture value.



Filament properly aligned with lens—full screen brightness and coverage.



Magnified images of G-E Projection Lamp filament makes it easy to check position and alignment. Precision placement assures full efficient coverage and uniform screen brightness. This is but one of the many checks and inspections in General Electric manufacture—to give you the most for your money from G-E Projection Lamps.

You get full screen brightness and complete screen coverage with every G-E Projection Lamp because of the exacting standards used in making them.

One important inspection consists of throwing an enlarged image of the actual filament onto a precisely marked pattern, to check for *exact* positioning and alignment.

Such tests help assure you top performance from every G-E Projection Lamp you buy. You get optical precision, uniform screen brightness, maximum light, and dependable and economical lamp life.

So to get the most from your projector, always use General Electric Projection Lamps—and keep a spare handy so a burnout won't spoil your show.



Don't let a burnout
spoil your show!
Get a spare
G-E Projection lamp NOW!

Remember, there's a G-E lamp for every photographic purpose

GENERAL  ELECTRIC

Lighting Units

SE-414

For Recessed Mounting

Beta-Plex is a new addition to the series of Wakefield Geometrics modular lighting units designed for recessed mounting in suspended ceilings in multiples of 1' x 4', 2' x 4', and 4' x 4'.

The ballast and lampholders are contained in an individual metal housing. It is provided with hook-on suspension points for the swing-down Plexiglas panels. The diffuser panels are formed with an arch from edge to edge for rigidity. Their weight is about half that of an equal

area of suitable glass. The surface of the plastic is of matt finish to minimize glare from below. The diffuser panel swings down at contact of a touch rod, and may be lifted out. Replaced and swung up, they are held securely in place by touch-latches.

THE F. W. WAKEFIELD BRASS CO., Vermilion, Ohio.



Arc Slide Projector SE-415

Can Project in Daylight

The new arc slide projector, de-

veloped by The Strong Electric Corp., projects pictures up to theatre size and of snow-white brilliancy, even in difficult-to-darken rooms. It is ideal for use under daylight or artificial-lighting conditions where a darkened room is not desirable, practical or economical.

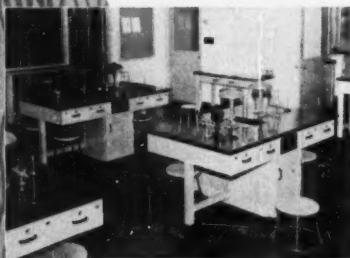
Since rooms need not be darkened, viewers can easily take notes on accompanying lectures. Hence, it may be used in any available room of the size most desirable for the group. Designed for portability, it may be quickly moved from room to room.

THE STRONG ELECTRIC CORP., Toledo, Ohio.

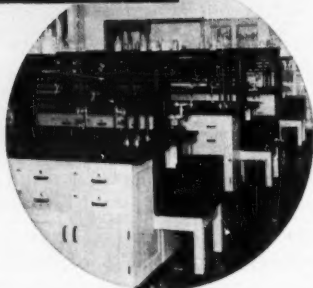
SE-235

Sturdy Oak

the **STEEL** of woods...
in all its natural beauty

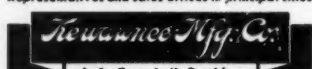


For your laboratory—famous Kewaunee custom quality furniture in beautiful, long-lasting, natural finish oak. Oak—the steel of woods—for rugged service, long life. Oak—in natural finish—to brighten your laboratory, speed your work.



Specify oak—readily available—for durability and attractiveness. Specify Kewaunee—for finest custom quality, at extremely modest cost. Write today for a free copy of our catalog of Scientific Laboratory Equipment.

Representatives and sales offices in principal cities



J. A. Campbell, President
3031 S. Center Street • Adrian, Michigan
Manufacturers of Wood and Metal Laboratory Equipment

Hand Truck

SE-416

Combines with Ladder



The Step-Truk simplifies moving or storing supplies, maintenance work and countless other tasks arising in the operation of schools. This combination hand truck and step ladder has specially designed curved crossbars and a solid nose plate.

The Step-Truk's quick adaptability as a ladder saves time for the workman doing repairs, window washing, painting or carpentry work. With the Step-Truk he can move his materials and tools easily to the job location and reach out-of-the-way places by means of the ladder.

FAIRBANKS CO., 393 Lafayette St., New York, N. Y.

PROJECTS BRILLIANT PICTURES

OF UP TO THEATRE SIZE

EVEN IN DIFFICULT-TO-DARKEN CLASSROOMS AND AUDITORIUMS!

The New *Strong* UNIVERSAL High Intensity A.C. ARC SLIDE PROJECTOR



Especially useful in projecting pictures under daylight or artificial lighting conditions where a darkened room is not desirable.

Entirely safe in the hands of a layman, it is easier to operate than the average 16mm. projector. Simply plug into any 110-volt A. C. convenience outlet. The motor-driven arc will project continuously for 80 minutes without rettrimming.

The Strong Universal Model No. 44,000 projects 3-1/4" x 4" slides. Comes complete with blower, slide carrier, power transformer and arc lamphouse, with motor-fed carbons. Adaptations permit the projection of 2" x 2", or 4" x 5" slides. Lenses as required for other than customary installations are available.

ONLY *Strong* SPOTLIGHTS AFFORD ALL THESE ADVANTAGES

- An abundance of exceedingly bright, quiet, flickerless light.
- Sharp edge, head spot to flood.
- No heavy rotating equipment required. Simply plug into 110-volt outlet.
- Ready portability. Mounted on casters. Easily disassembled for shipping.
- Two-element, variable focal length objective lens system.
- Silvered glass reflector.
- Horizontal masking control angles 45 degrees in each direction.
- Fast-operating 6-slide color boomerang.



TROUPER HIGH INTENSITY ARC SPOTLIGHT

for large auditoriums. Adjustable, self-regulating transformer in base. Automatic arc control. A trim of carbons burns 80 minutes.



TROUPERETTE INCANDESCENT SPOTLIGHT

for small auditoriums and schools. Projects 6-1/2 times brighter head spots than any other incandescent spotlight. Utilizes all the light through most of the spot sizes as contrasted to spotlights which vary spot size solely by iris, thus losing substantial light.

See your theatre, school or stage equipment dealer, or use coupon to obtain free literature.

THE STRONG ELECTRIC CORPORATION

"The World's Largest Manufacturer of Projection Arc Lamps"

114 CITY PARK AVENUE

TOLEDO 2, OHIO

Please send free literature and prices on the () Strong Troupet Arc Spotlight; () Strong Troupet Incandescent Spotlight; () Strong Universal Arc Slide Projector.

Name _____

Street _____

City & State _____

Name of Supplier _____

Rolling, Folding Table For Mass Seating

SE-417



Designed to merge the benefits of a rolling, folding table with permanence and low cost of rigid seating

equipment is the newly-introduced Sico By Table.

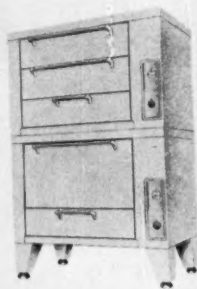
This rolling and folding bench service will seat 16 adults and up to 24 children. Its mobility, foldability and small storage space requirements make the table highly suitable for daily conversion of open floor area to a cafeteria or meeting room. The unit is strongly constructed of all-welded structural steel, with zinc-lustron plated structural members. The chassis is mounted on four 4" rubber casters and designed to allow ample seating space and knee room. Benches are easily detachable and can be furnished with an optional under-seat rack for books or other articles. Support of the benches is mechanically

positive for complete safety with heavy loads.

SEATING, INC., DEPT. KP, 6045 Pillsbury Ave., Minneapolis 19, Minn.

SE-418

Baking, Roasting Oven Features Automatic Lighting



Magic Chef announces a new Lustre-Line of 31" wide and 42" wide deck baking and roasting ovens. This new unit features automatic oven lighting, 100% automatic safety shutoff of all burners, steam injector units as standard equipment, unbreakable door hinges, counter-balanced doors, specially designed crumb-catch tray, and heavy rock wool insulation on all sides, front and back.

Included in the new line are five 31" wide deck models with 7" high baking and 12" high roasting decks, and ten 42" wide deck oven models, also with 7" high baking and 12" high roasting decks.

MAGIC CHEF, INC., 1641 S. Kingshighway Blvd., St. Louis 10, Mo.

Storage Bin

SE-419

Shelves Adjust Vertically

Lyon Bin Units have widespread application for storage of parts. All shelves adjust vertically making space available for items of all sizes.

Several models of bins are available offering different divider arrangements to provide various sized openings. Some bins also come with shelf boxes, especially designed for small quantities of small parts, nuts, bolts, washers, etc.

Shipped set up and ready for use. The units are 3 feet wide, 1 foot deep, and 6½ feet high. Finish is Lyon Green baked-on enamel.

LYON METAL PRODUCTS, INC., Aurora, Ill.



The Aristocrat
of
DISPLAY CASES

"Aristocrat" best describes Michaels "Time-Tight" exhibit cases. They are in a class by themselves... the product of painstaking care throughout every manufacturing process. They are designed for beauty as well as utility, and incorporate many outstanding features such as Innerlocking frames, a Michaels exclusive; fully mitered intersections; and there are no screws exposed on the surface of the frames except where necessary for access panels. These and other structural details reduce to a minimum the possibility of theft, and the ingress of dust and vermin.

"Time-Tight" cases are made in a range of sizes and styles sufficiently wide to meet virtually all the exhibit requirements of universities, schools, science laboratories, museums, art galleries, libraries, industrial, and others.

Write for literature giving complete details and specifications.

THE MICHAELS ART BRONZE CO., INC.
243 COURT ST., COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals

Old Fashioned!

How About
Your School
Aids?



CRAM'S Maps, Globes, and Charts
are all new and up-to-date . . .

Give your teachers the finest teaching materials; they are edited by recognized authorities to fit the mental maturity of the different grade level of pupils. Markable-Kleenable surface and many other exclusive features. Keep your school up-to-date. NEW CAT. NO. 86. Write for it today. Many new exclusive items.

Members of the National School Service Institute



THE GEORGE F. CRAM CO. INC.
730 E. Washington St., Indianapolis 7, Ind.

SE-239

it's the
CLICK that counts

Count the "clicks" — presto, it's open! You don't have to see the dial to work the combination. For quickest and easiest operation — as well as economy, security, and durability in schools — it's the Gougler Keyless Lock.



Master Key Type

Available with or without Master Key

Locks
serially
numbered

FREE
Service
Records

Materials &
Workmanship
Guaranteed

WRITE
FOR
INFORMATION

C. L. GOUGLER KEYLESS LOCK CO.
705-769 Lake St., Dept. 3, Kent, Ohio

Your school, too, can
afford the very best . . .

The years and years of dependable trouble-free service built into Newcomb products, together with their matchless facility for meeting all the varied requirements of sound equipment in education, make Newcomb by far your most economical choice. Approved by leading school authorities from coast to coast.



TR-25AM

Variable control of tempo and pitch

TR Models provide variable speed control for special applications of sound in teaching music, dancing, gym, language, etc.

FLOATING SOUND

Exclusive feature eliminates needle skipping due to jolts and jags of dancing feet.

MODEL TR-25AM: A versatile, 25 watt, 3 speed player for all records up to 17 1/4". Two 12" speakers. Inputs for 2 mikes, 1 phono with separate tone controls. An effective scratch suppressor. Magnetic pickup.

MODEL TR-16AM: 10 watt, 3 speed player, all records to 17 1/4". 12" speaker. Inputs for 1 mike, 1 phono with separate volume. Magnetic pickup. Scratch suppressor.

MODEL TR-16A: Same as above with crystal pickup, no scratch suppressor.

MODEL R-16: 5 watt, 3 speed player, combines light weight with ruggedness. All records to 17 1/4". 10" speaker. Mike and phono inputs with separate volume. Crystal pickup.

MODEL R-12: 5 watt, high quality, 3 speed player. All records to 12". Oval 6" x 9" speaker. Crystal pickup.

MODEL RC-12: Same as above with changer.

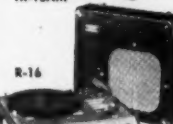
MODEL B-100: AM radio with unbelievable tone. Extremely sensitive. Large built-in loop. Jack for use as a tuner connected to P.A. system or for headphones. 6" speaker.

100% A.C. CONSTRUCTION

All models include power transformers for best performance and complete protection from shock hazard.



TR-16AM



R-16



R-12



RC-12



B-100



B-100



B-100

Write for catalog

NEWCOMB

DEPT. 5, 6824 LEXINGTON AVE.
HOLLYWOOD, 38, CALIFORNIA

SE-420

Stereo Slide Projector

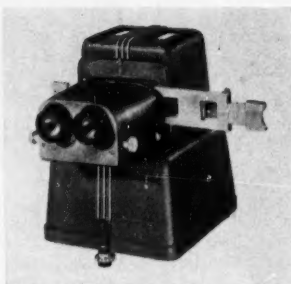
For Improved 3-D Projection

The Compeco Corp., has just come out with a new three dimension slide projector that, for the first time, makes possible convenient, comfortable and efficient stereo slide projection.

The new Triad Projector has a basically new design which permits large or small groups to see large, life-size projected images, with the full three dimension appearance and in rich natural colors.

One conveniently located knob controls both lenses, both horizontally

and vertically from either right or left side. The Translide Blackout screen blacks out when changing



slides — eliminates blurr and eye strain. Perfectly matched projection lenses do not require individual adjustment.

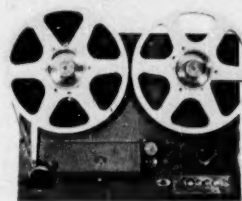
The unit is a dual-purpose projector, permitting utilization of full 500W illumination of conventional 2 x 2 (35mm) slides because of instantly removable polarizing filters.

TRIAD DIV., COMPECO CORP., 2251 W. St. Paul Ave., Chicago 47, Ill.

Tape Recorder

SE-421

Designed for Continuous Use



The Presto RC-11 is a tape transport mechanism of almost absolute accuracy, with separate heads for recording, playback and tape erasing. Built on a "unitized" construction principle, the RC-11 employs a capstan drive unit containing a precision motor, endless nylon belt, brass fly wheel, capstan shaft, pressure pulley and solenoid. This entire unit is self-contained and instantly removed for maintenance or replacement.

Further improvements include a heavy, ribbed cast aluminum panel for rigid support of all components, enclosure for recording heads and complete push button operation. It accommodates reels up to 10 1/2" diameter and will record at 7 1/2" or 15"/sec. Tape threading is simplified to the point of dropping the tape inside the open gate of the head housing. Brakes and capstan pressure pulley are actuated by solenoids, making the unit ideal for remote control.

PRESTO RECORDING CORP., Paramus, N. J.

UNIVEX
Stainless Steel
**VEGETABLE and
POTATO PEELER**
gives you
5 in 53

That's right, UNIVEX offers you 5 new features in '53. It's a new UNIVEX designed for ruggedness, speed and precision. Pour 'em . . . don't peel 'em in '53. Try the new UNIVEX and watch 20 lbs. of smooth, glistening potatoes come pouring out in just one minute. Will save you time and money — as well as labor and vegetables. Go UNIVEX in '53.

SE-241

5 SUPERIOR FEATURES:

1. Quieter operation and longer life with the new Univex Flexi-Drive.
2. One-twist lubrication with the new external grease fitting.
3. Peeling efficiency increased and waste decreased with new contour door.
4. Extra power with less current consumption adds up to greater economy.
5. New precision sleeve gyro type insert lengthens life of main bearing.

ALL THESE NEW FEATURES...
AT THE SAME LOW PRICE
(Both Models D and C are portable)

\$139⁹⁵

UNIVEX PEELERS are GUARANTEED for 1 YEAR



Model D



\$107⁵⁰
Model C



UNIVERSAL INDUSTRIES
369 MYSTIC AVENUE - SOMERVILLE 49, MASS.

**Your CARE
PACKAGE will
cheat death
in Korea.
Give Today!**

THE SCHOOL EXECUTIVE



Once is not enough!

The need for blood is greater than ever, not only for men wounded in combat, but here at home . . . to cure disease, to meet accidents and disasters, and to prepare for civil defense.

Our quota can **ONLY** be met, if those who give *keep on* giving . . . regularly!

You **CAN** give more than once . . . as often as every three months with complete personal safety. The more often you give the more often you save a life. For every pint of blood you give goes to someone who needs it desperately.

Remember . . . once is **NOT** enough. Give blood again and again! Call your Red Cross, Armed Forces or Community Blood Donor Center for an appointment to give blood today.

GIVE BLOOD

...give it again and again

BUSINESS EXECUTIVES! CHECK THESE QUESTIONS

If you can answer "yes" to most of them, you—and your company—are doing a needed job for the National Blood Program.

- ☐ HAVE YOU GIVEN YOUR EMPLOYEES TIME OFF TO MAKE BLOOD DONATIONS?
- ☐ HAS YOUR COMPANY GIVEN ANY RECOGNITION TO DONORS?
- ☐ DO YOU HAVE A BLOOD DONOR HONOR ROLL IN YOUR COMPANY?
- ☐ HAVE YOU ARRANGED TO HAVE A BLOOD-MOBILE MAKE REGULAR VISITS?
- ☐ HAS YOUR MANAGEMENT ENDORSED THE LOCAL BLOOD DONOR PROGRAM?
- ☐ HAVE YOU INFORMED EMPLOYEES OF YOUR COMPANY'S PLAN OF CO-OPERATION?
- ☐ WAS THIS INFORMATION GIVEN THROUGH PLAN BULLETIN OR HOUSE MAGAZINE?
- ☐ HAVE YOU CONDUCTED A DONOR PLEDGE CAMPAIGN IN YOUR COMPANY?
- ☐ HAVE YOU SET UP A LIST OF VOLUNTEERS SO THAT EFFICIENT PLANS CAN BE MADE FOR SCHEDULING DONORS?

Remember, as long as a **single** pint of blood may mean the difference between life and death for **any** American . . . the need for blood is **urgent!**



NATIONAL BLOOD PROGRAM

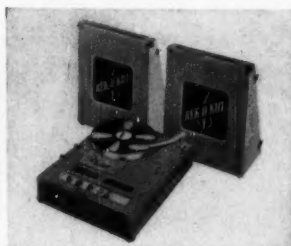
Sound System

SE-424

For Teaching Languages, Music, Etc.

The Rek-O-Kut Co. has introduced their new Twin-Speaker Rhythmmaster Portable High Fidelity Sound System. This unit is being used to teach folk and square dancing, languages, musical instruments, typing, gymnastics, etc. It features two new, high-powered, matched 10" custom-built speakers which have been designed to provide better tonal quality and excellent wide-range distribution of music and sound.

This model is also equipped with the Rek-O-Kut continuously variable speed turntable which plays records



from 6" to 16", not only at their originally recorded speeds of 33 1/3, 45, and 78 rpm, but also at any variation of speed from 25 to 100 rpm, without distortion.

Indoors, the Rhythmmaster's powerful amplifier and twin speakers ac-

commodate groups up to 1000 in gymnasiums and auditoriums. Outdoors, trumpet speakers may be plugged directly into output provided for use on athletic fields.

REK-O-KUT Co., 38-01 Queens Blvd., Long Island City 1, N. Y.

Warp-Proof Door

SE-425

Has Kraft Paper Core



The problem of warping doors in a warm damp climate has been solved with the introduction of the Chem-clad Door. To insure resistance to warpage and dimensional changes, the only wood used in the new door is in the frame. The core of the door consists of phenolic impregnated kraft paper in the form of a honeycomb, supplied by the Union Bag & Paper Corp. of New York. Phenolic plastic laminate faces sandwich this core and combine with it to give the door rigidity, strength, dimensional stability, and beauty.

The durability and economy of the new doors make them suitable for use in schools where doors have to take constant abuse.

THE BOURNE MFG. CO., Detroit, Mich.



SE-243



Why more schools choose De Luxe steel library shelving!

Flexibility Unlimited—with installations designed to each school's requirement. Shelves are completely adjustable on 1" centers, easy to rearrange.

Beauty and Strength—through precision engineered construction, clean lines, and smooth flat surfaces. 3 standard oven-baked enamel finishes: Grey, School Brown, Olive Green.

Economy—Superior design with fewer parts means fewer man hours to install. Each shelf requires only 2 patented 1-piece, full depth shelf brackets. No tools required for installation. The real cost of shelving is the erected cost!

Write for free catalog today!



DE LUXE METAL FURNITURE CO.

311 Struthers Street, Warren, Pa.

STORAGE SHELVING • STORAGE CABINETS • SPECIAL ITEMS TO YOUR SPECIFICATIONS

Copying Machine

SE-426

Speed Increased 50%

The copying speed of the Copyflex deskside copying machine has been increased by 50%. The added speed results from a revised design which enables the machine to use 220 volt AC current.

The machine has a 20" copying width and — in seconds — can make diazotype copies of any size office form from a large accounting sheet down to an invoice or small memo.

THE CHARLES BRUNING CO., INC., 4700 Montrose Ave., Chicago 41, Ill.



SAVE THOUSANDS
of DOLLARS ANNUALLY* with

NACO

PORTABLE ELECTRIC FOOD CARTS



Detachable insulated
cover used when cart
is in transport.



HOT MEALS from ONE KITCHEN

An entirely new idea for school cafeterias... with Naco Portable Carts all meals may be cooked in one central kitchen, then delivered to outlying areas. Entire hot meals including salads, soup, entree, and vegetables may be served.

Food is kept oven-hot in three insulated "hot" compartments while salads and other "cool" foods may be refrigerated with dry ice or kept at room temperature. Serves 200 to 300 meals, (capacity 222 quarts of food), and is designed to fit into cafeteria serving line. Just plug in electric cord and food stays hot. Holds 18 serving pans or 18 fireless cooker pots in hot section and 6 pans in cold section.

Eliminates high investment required for individual kitchens plus cooking personnel in each school, lowering your food service costs appreciably. (NACO FOOD CART is ideal for restaurant and hotel banquet service).

NACO PORTABLE FOOD CARTS...

- Lower costs
- Hot meals
- Dry heat
- Less food waste
- Insulated sections
- Special "cool" section
- 200-300 meal capacity
- Easy to clean
- Less maintenance expense
- Portability—just roll in
- No special wiring
- Sectional heat regulators

*WANT MORE INFORMATION?

For complete information on
annual savings with NACO
write us.



ATLAS

DIVISION
NATIONAL CORNICE WORKS
1323 Channing Street • Los Angeles 21, Calif.

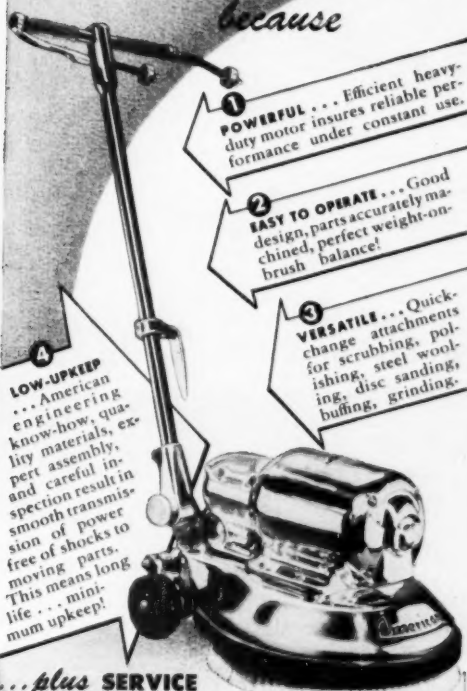
August, 1953

AMERICAN

De Luxe

YOUR BEST BUY FOR FLOOR MAINTENANCE

because



1 **POWERFUL**... Efficient heavy-duty motor insures reliable performance under constant use.

2 **EASY TO OPERATE**... Good design, parts accurately machined, perfect weight-on-brush balance!

3 **VERSATILE**... Quick-change attachments for scrubbing, polishing, steel wooling, disc sanding, buffing, grinding.

4 **LOW-UPKEEP**... American engineering know-how, quality materials, expert assembly, and careful inspection result in smooth transmission of power free of shocks to moving parts. This means long life... minimum upkeep!

...plus SERVICE

A friendly American distributor is near you in principal cities—ready to help you *pronto* when service is needed! He maintains an efficient office with factory-trained mechanics, genuine replacement parts, new improved American abrasive paper, high quality American floor finishes and maintenance materials. And, of course, he carries a complete line of modern American machines.

His broad practical experience can help you solve all floor maintenance problems—and *save time, labor and money* on all types of floors in public buildings, factories, hospitals, schools, offices! We'll be glad to arrange a **FREE** demonstration on your own floors, without obligation. Just send coupon.

AMERICAN Floor Machines

American Floor Surfacing Machine Co.,
549 So. St. Clair St., Toledo 3, Ohio.

Send latest catalog on the following,
without obligation:

- ☐ Deluxe Maintenance Machine ☐ Floor Finishes
☐ Wide Mouth Tank ☐ Water Pick-Up Machine
☐ Please arrange a **FREE** demonstration of American De Luxe.

Name.....

Street.....

City.....State.....

Send
Today

Manufacturers' Catalogs

SE-501 Drinking Fountains

Catalog 51. This illustrated 24-page catalog features the Century line of Drinking Fountains in Vitreous China and Enameled Iron. Among those displayed are the Wall, Battery (in both Vitreous China & Porcelain Enameled), Pedestal, Vitreous China Recessed and Wall Bracket Fountains. Combination Fixtures, Self Closing Stops, Automatic Bubbler Heads and Ice Cooled Fountains are also featured. Installation plans are included. CENTURY BRASS WORKS, INC., Belleville, Ill.

SE-502 Ledger Equipment

3 Extra Savings On Machine Accounting Costs. This folder gives constructive, cost-cutting suggestions on the actual filing.

finding and preparation time spent in an office. Waste motion of this type is reduced to a minimum through functional tray design, proper ledger indexing systems and correct ledger forms. For further information about extra savings on machine accounting costs write REMINGTON RAND INC., 315 Fourth Avenue, New York 10, N. Y. for a free copy of Booklet #X 1249.

SE-503 Fiberglas Products

How Fiberglas Products Make Schools More Efficient, Comfortable, Economical. A new portfolio describing and illustrating Fiberglas products used in constructing schools or remodeling old ones has been published by Owens-Corning Fiberglas Corp. Included in this folder is information about Fiberglas roof insulation, acoustical tile, blowing wool insulation, stage curtains, draperies, Dust-Stop air filters, perimeter insulation, ceiling board, light diffusers, duct insulation and structural

panels. Copies available upon request from the OWENS-CORNING FIBERGLAS CORPORATION, Toledo 1, Ohio.

SE-504 Bird Repellent Compound

Bird Damage Is Costly. This four-page catalog illustrates the use of Bur-Co, a bird repellent product used in an applicator gun or compressor unit on buildings or any particular area where birds tend to roost. The repellent is absolutely non-poisonous and completely safe to use on all surfaces; wood, paint, cement, stone, metal or brick. It is also economical since it eliminates the expense involved in keeping property free of bird damage. Each application will eliminate birds for at least one year. BURR CHEMICAL CO., 812-814 So. Main St., Rockford, Ill.

SE-505 Accounting Machines

High School Student Registration. This booklet outlines how much valuable time has been saved and the legibility of records and reports improved by using IBM Accounting Machines for registration, programming and preparation of various reports. Since student's daily programs are printed on the accounting machine, legible multiple copies can be prepared and sent to several different locations. Copies of the booklet, which is illustrated with many forms and reports, are available from the IBM DEPARTMENT OF INFORMATION, 590 Madison Ave., New York 22, N. Y. Ask for Application Report #85.

SE-506 Rolling Folding Table

B-Y Table Brochure. A new two-color brochure illustrating and detailing the new Sico B-Y Rolling Folding Table for school use has been issued by Seating, Inc. The brochure lists specifications, advantages and applications of the equipment, describes combinations of seating economy available with mass use of the table and points up use of the equipment in both single and multi-purpose rooms. Write Department KP, SEATING, INC., 6045 Pillsbury Ave., Minneapolis, Minn.

SE-507 Turret Lathes

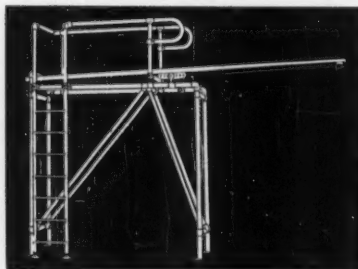
Catalog #5312. This four-page catalog illustrates the 16" swing 2-H South Bend Turret lathe, which is now available. There are both action views of the lathe and a view of its outstanding mechanical features. Attachments and accessories which add to the versatility of the turret lathe are either illustrated or listed. Copies on request from SOUTH BEND LATHE WORKS, 425 East Madison St., South Bend 22, Ind.

SE-508 Mechanized Visible Filing

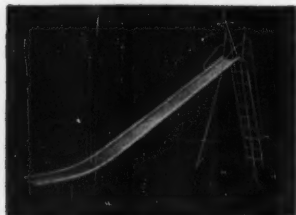
Robot-Kardex Provides Efficiency and Economy for Inventory Control. A new brochure on inventory control has just been released by Remington Rand. Two Robot-Kardex units house over 7,000 purchase control records and bring, direct to the operators at the touch of a selector bar, the record slide desired. Signals placed in the visible margin of the Kardex record pockets give control over all items, and offer a visual reminder that prevents overlooking any items in planning the procurement of supplies. For detailed information on this mechanized control write REMINGTON RAND INC., 315 Fourth Ave., New York 10, N. Y. for a free copy of folder #S1808.

BUY LONG-LIFE EQUIPMENT FROM

THE RECREATION LINE

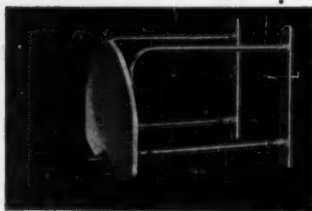


BASKETBALL—Indoors or outdoors, you can select Recreation backboards and goals to suit your needs. New designs for wall-braced basketball backboards. Sturdy fan-shaped boards. Swing-up type frames. Special portable frames for glass backboards for field-houses or sports coliseums. All constructed of hot galvanized steel pipe with malleable iron or brass fittings.



Swimmers enjoy the advantages of regulation Recreation diving boards... accurate springing, exact height, secure footing.

Diving Board Outfits in 3-meter and 1-meter sizes meet all requirements of the N.C.A.A. and A.A.U. rules. Available with Dual Fulcrum or quick adjustment fulcrum. Many champions have performed on our championship equipment.



For Better Playgrounds

Playgrounds are essential to the best development of children and the recreation of older boys and girls, as well as grown-ups! For 20 years, Recreation Products have been installed in playgrounds throughout the United States. The long-time performance of Recreation Products testifies to their excellent quality. That's why more and more playgrounds are being equipped from the Recreation Line.

Send for Complete Catalog

FILL OUT AND MAIL COUPON TODAY!

RECREATION EQUIPMENT CORP.
724 W. 8th St., Dept. SE8, Anderson, Ind.
Please send me your complete catalog and name of dealer nearest me.

Name & Title _____
Street _____
City _____ State _____



*It's a
Jack o'all trades!*



OXCO'S CHOCTAW-X

For everything but heavy caked dirt, you can give your janitor a Choctaw-X and expect a neat, thorough clean-up job on your smooth floors, with long, economical brush life in the bargain. That's due to Choctaw-X's combination filling: center of selected black tampico fibre; border of Oxco's "Master Blend" stiff black horse-hair and long-wearing SARAN plastic bristles. It's your steady duty sweep for practically all floor cleaning... a Jack of all trades.

Order Oxco's Choctaw-X now from your sanitary supply or hardware Jobber. Be surprised at how little you pay for such a serviceable sweep.

OXCO
BRUSHES
OX FIBRE BRUSH COMPANY, INC.
FREDERICK Established 1884 MARYLAND

Preferred by School Buyers Everywhere!

Master No. 1525
Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500
Same as No. 1525, but without key-control.

KEY-CONTROLLED
School's master key opens every locker.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

Master Lock Company.
Milwaukee 45, Wis.
World's Leading Padlock Manufacturers

ON
American Desk
MANUFACTURING COMPANY
ONE-12

*of course
it's
FIBERESIN*

Leading MANUFACTURERS
CHOOSE the BEST because
they KNOW the BEST...
FIBERESIN Desk Tops.

Send for details.

FIBERESIN
PLASTICS COMPANY
OCONOMOWOC, WIS.

Audio-Visual Aids

SE-509 Pocahontas

Pocahontas. 16mm. 36 minutes. Color or black and white. The inspiring story, of the heroic Indian maiden who saved the settlers at Jamestown, is told in this film which is an excellent subject for use in teaching early American History. The film can be shown to every child of school age. CORNELL FILM CO., 1501 Broadway, New York 36, N. Y.

SE-510 Audio-Visual Materials

This new textbook treats audio-visual materials and techniques as a means of

attaining instructional goals and solving the problems of learning. It describes audio-visual materials and shows how they are related to problems of instruction, and how they are used as learning tools. There are 224 photographs and drawings, including four colored inserts, and a listing of seventeen Audio-Visual Topics. HARPER & BROTHERS PUBLISHERS, 49 East 33rd St., New York 16, N. Y.

SE-511 Karbate Equipment Films

Meeting the Challenge and *By Way of Experience*. Two new sound color films. The total running time for both pictures is 26 minutes. Combined they describe and demonstrate the nature, uses and practical installation of the company's "Karbate" Impervious Graphite corrosion resistant equipment. The first film traces the history

of "Karbate"—why the material was needed; experiment and development; physical and chemical properties. The second film describes the assembling, installing and maintaining such equipment as pipe and fittings, joints and couplings etc. NATIONAL CARBON CO., 30 E. 42nd St., New York 17, N. Y.

SE-512 Brochure on Sound Films

Ideal Pictures announces its new Free Films list available to schools. This brochure is available upon request and includes a free films order form. IDEAL PICTURES CORP., 65 E. South Water St., Chicago 1, Ill.

SE-513 American Folk Songs and Negro Spirituals

Foster's My Old Kentucky Home and *Oh, Susanna* are on one reel as a companion to the next reel carrying the equally-beloved *Carry Me Back to Old Virginia* and *Oh, Dem Golden Shippers* by Bland. The Negro work songs and spirituals, *This Old Hammer*, *Let the Church Roll On*, and *Deep River* and *Joshua Fit de Battle of Jericho* make up the four complete films. ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-514 Jamaica

Jamaica Problem. 16mm. Sound. This film tells the story of the problems both economic and social, which beset the peoples of the island of Jamaica, which is the largest in the British West Indies and home of one-and-a-quarter million people battling for survival. It describes the methods by which a solution is slowly being brought about, such as economic development, education, industrial development, irrigation etc. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

SE-515 Highways and Byways

Highways and Byways, U. S. A. 25 minutes. Sound and Color. This film tells how the citizens of one county successfully campaigned for state funds for road improvement. It is available to adult groups in communities of less than 10,000 population. ASSOCIATION FILMS, 347 Madison Ave., New York 17, N. Y.

SE-516 Deer Live With Danger

A new Encyclopaedia Britannica Film running 11 minutes in color has been leased for middle grade and junior high school classes. It shows in vivid color the struggle for survival of deer in the north woods. Points out that man has upset the balance of nature by destroying the preying animals. ENCYCLOPAEDIA BRITANNICA FILMS, 1150 Wilmette Ave., Wilmette, Ill.

SE-517 Sewing for Beginners

The Singer Sewing Machine Company has completed a new filmstrip for beginner sewing classes in Junior, Senior, Vocational Schools & Colleges and Adult Education Groups. This film entitled *A Tale of Two Seams* covers correct sewing posture, proper selection of needle and thread for specific fabrics, how to clean the sewing machine, etc. Mr. Robert Weller, Educational Director, SINGER SEWING MACHINE CO., 149 Broadway, New York.

Classroom Seating at its best!

Rowles
modernaire
Series

Here's a masterpiece in design . . . the MODERNAIRE group. It's one of the most skillfully designed and sturdily built examples of classroom seating that you've seen. The Modenaire brings to the modern classroom, a desk that radiates prize-winning styling . . . softly whispers deep relaxing comfort . . . invitingly encourages good posture control . . . The Modenaire is a desk of unusual structural strength and unmatched durability. It's an exceptional combination of functional beauty and superb construction . . . a combination that makes it your best buy anywhere. Get the full details on the Modenaire today.



SE-247

Modenaire Chair Desk



Modenaire Tablet Arm Chair



Modenaire Chair

ROWLES
School Equipment

For complete information on the new Modenaire Series Desks, see your local Rowles School Equipment Dealer, or write to E. W. A. Rowles Company, Arlington Heights, Ill.

E. W. A. ROWLES COMPANY ARLINGTON HEIGHTS, ILLINOIS

maggi works magic

with flavor!

MAGGI'S SEASONING

Sleight-of-hand with a dash of Maggi's Seasoning develops food flavor to its peak and keeps it there. Old-world chefs have used this trick for years . . . making the subtle hidden flavors of soups, stews, gravies, vegetables and meat spring to life.

IN HANDY QUART SIZE
WITH "STEADY FLOW"
POURING SPOUT



MAGGI'S GRANULATED BOUILLON CUBES

Cooking magic with Maggi's Granulated Bouillon delights the most discriminating patron. Enrich gravies, sauces, vegetables and stews with economical-to-use Maggi's . . . which also makes an excellent full-flavored stock or an instant beverage.

PRODUCTS OF THE NESTLÉ COMPANY, INC.
WHITE PLAINS • NEW YORK

maggi's

world-famous flavor products

seasoning...
granulated
bouillon cubes

NUMBER 4 OF A SERIES

avoid STEAM-TABLE FLAVOR SAG!

Chefs constantly keep Maggi's Seasoning at hand, not only because it perfects the taste of food, but because it effects worthwhile savings. For example, when a dish fails to come up to the required standard—or when food has been left on steam tables for a prolonged period—a few dashes of Maggi's Seasoning will revive the flavor, preventing costly waste.

SE-273

Renewable Security by **BEST** in 10 seconds

For: with the Interchangeable CORE

DORMITORY INDICATOR LOCKS
CLASS ROOM & OFFICE LOCKS
GYM LOCKER & GATE PADLOCKS
PANIC DEVICES • JIMMY PROOF LOCKS
MORTISE & RIM CYLINDER LOCKS
CABINET • DESK • CUPBOARD • LOCKER LOCKS
With Interchangeable Core • Masterkeyed as Desired

BEST UNIVERSAL LOCK CO., INC.
INDIANAPOLIS 4, INDIANA

August, 1953

SE-274

FOR BRIGHTER FLOORS

SAVES MONEY

Brillo solid-disc steel wool floor pads work evenly . . . apply wax or seal smoothly, without streaks or swirls. Daily once-over removes traffic grime—makes original waxing last longer. Gives brilliant finish to linoleum, asphalt or rubber tile, wood, and terrazzo. Sizes for all machines.



For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S, 60 John St., Brooklyn 1, N. Y.

BRILLO Floor Pads
make waxings last longer

CLEANS BETTER

Greater polishing action with solid disc

BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS



125

what a *Rauland* Sound System Does for Your School

SC160
System

SIMPLIFIES ADMINISTRATION

Have efficient control and coordination of all activities. Cut the volume of carried messages—make announcements (to selected rooms or to entire school) without routine-disturbing assemblies—take attendance records speedily—have safe, sure centralized supervision of fire drills and emergencies. Have at your fingertips instant two-way intercommunication between any classroom and central office for effective administration.

STIMULATES LEARNING

Provides dramatically effective teaching materials. Radio broadcasts, records and school-produced "live" broadcasts can be channeled to selected rooms, to vitalize instruction in history, current events, geography, languages, music appreciation, speech, and drama. Record music provides rhythm for physical education, cafeteria entertainment, background music for disciplined assemblies and dismissals—these and a host of other valuable functions contributing to the enhancement of the school program.

THE RAULAND SC160 SYSTEM OFFERS ALL THESE FEATURES:

1. Every desirable program service: Radio, Phonograph, Microphone and Intercommunication. 2. Distribution of programs to any selected room or to all rooms. 3. Three-program facilities available simultaneously to different groups of rooms. 4. High Fidelity AM and FM Radio (one or two as desired). 5. Three-Speed Transcription Type Phonograph. 6. Facilities for broadcasting any classroom activity over the entire system. 7. Adequate microphone circuits (six). 8. Speech origination from classrooms. 9. Secret system with complete privacy. 10. With monitoring tone signal. 11. Automatic Master Emergency Call button operating regardless of any control or switch setting. 12. Automatic Program Schedule Clock. 13. Compartments for storing records and accessories. 14. Compartment with sliding shelf for record changer or recorder. 15. Underwriters' Approved.

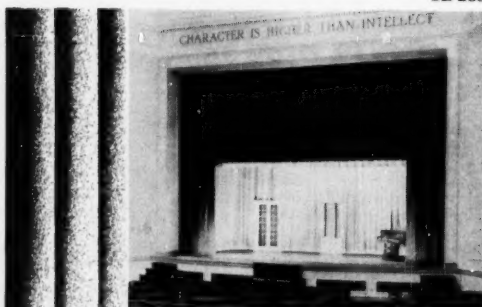
Let us show you, without obligation, how the RAULAND SC160 System incorporating all of these features, can enhance the administrative and educational program of your school. Write us today for full details.

RAULAND-BORG CORPORATION

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OVER 1500 SCHOOLS ARE EQUIPPED WITH

Rauland
SOUND AND INTERCOMMUNICATION.



For Staging that's... VERSATILE, ECONOMICAL, DRAMATIC Consult Pittsburgh

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

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DRAPERIES
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TRACK • LIGHTS
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RIGGING

Our Curved Cyclorama Track converts your stage to any size area you need—or clears the stage for use as a gymnasium.

WRITE TODAY for free consultation or additional information.

Pittsburgh Stage Inc.

2705 No. Charles St.

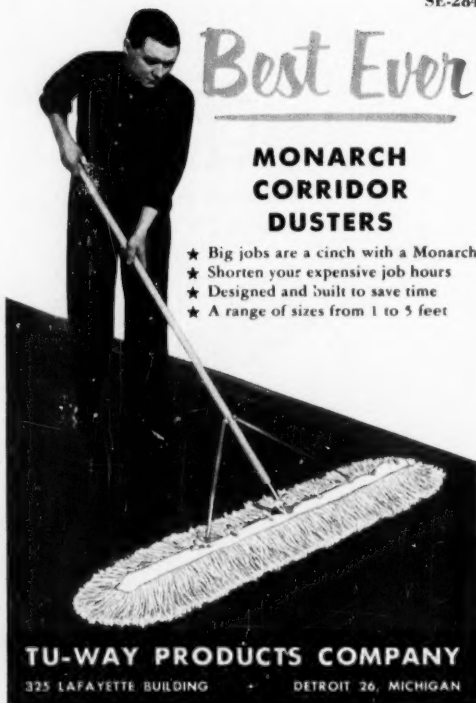
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325 LAFAYETTE BUILDING

DETROIT 26, MICHIGAN

Save Money
for your school—
Save Time
for yourself—



Montgomery PROGRAM TIMERS

Cost Little To Install —
Ring Bells, or Other Signals,
Automatically

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformer, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically—on time—without variation, until you change them on the program disc.

Get all the facts! Write for details today, or ask your School Supplies Distributor.

Montgomery MANUFACTURING COMPANY

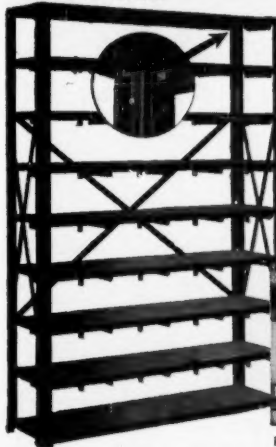
OWENSVILLE 4, INDIANA

Over 90% of Low Cost Program Timers are Montgomery

SE-280

NEUBAUER "TWIN-POST" Gym BASKET RACK

U.S. Pat. No. 2,621,800



**Rigid Corner Posts—
Safer Recessed Hasps**

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

FREE ESTIMATES — Neubauer gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2015 Central Ave.
Minneapolis 18, Minnesota



STRETCH YOUR SCHOOL LUNCH BUDGET DOLLAR WITH "AerVOID" HOT FOOD, SOUP AND LIQUID CARRIERS

Present-day costs of kitchen equipment and labor for every school in a school system quickly play havoc with school lunch budgets.



The answer is "More centralized food production," saving the expense of duplicating food production setups in a number of locations.

Centralized production and distribution of hot foods and liquids is today "established practice," made so by AerVOID vacuum insulated hot food and liquid carriers which provide a practical and economical means for serving a number of different schools with hot foods from one centralized location.

You can't raise the cost of meals to the children, but you can "stretch your budget dollars" with AerVOIDs. Our food consultants will help you with suggestions without cost.

Circular SE-10 tells exactly how one city's schools saves money with AerVOIDs. Write for your copy today. No obligation.

Vacuum Can Company

19 South Hoyne Avenue Chicago 12, Illinois

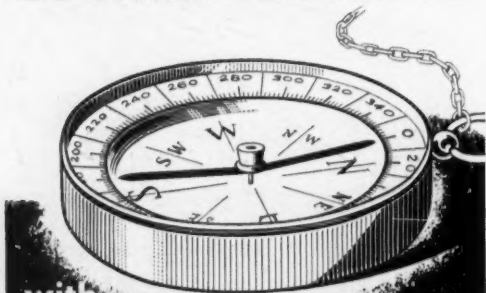
Hot Liquids



VACUUM INSULATED Hot Foods and Soup

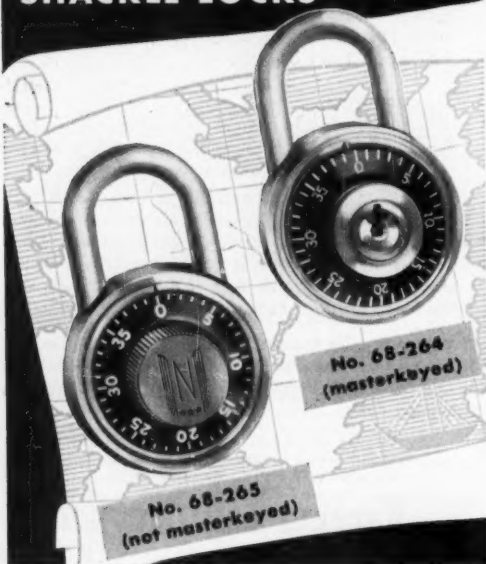


Set your course for LOCKER SECURITY



with

NATIONAL LOCK
combination, self-locking
SHACKLE LOCKS



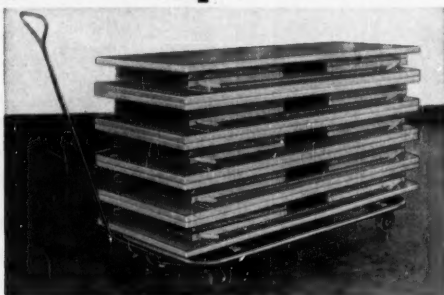
Security is an absolute certainty when your lockers are protected by National Lock shackle locks. Fifty years of fine craftsmanship go into each lock with its double steel case, rugged shackle and 3-number dialing. You

can prove National Lock's superiority to yourself. Write today on your school letterhead for a free sample shackle lock.



NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division

Now STORE FOLDING TABLES with a **BTC** TABLE TRUCK



For the first time, you can store folding banquet tables quickly and easily with this new BTC Table Truck! The truck holds 12 or more oblong Hostess Tables... simplifies your storage problems.

With this new BTC Truck, tables are stacked top to top to protect top surfaces in storage. The truck is 68" long by 32" wide... has sturdy steel tubing frame, detachable handle for towing, plus four easy-rolling casters.



WRITE
FOR FOLDER

Two or more trucks
take little space when not
in use because they can be stacked.

THE BREWER-TITCHENER CORPORATION, CORTLAND, N. Y.

SPECIFY Geerpres and CUT FLOOR CLEANING TIME AND COST!

Geerpres wringers not only take the drudgery out of mop-wringing but give you cleaner floors with less effort and at lower cost.

- ★ No slip or splash (squeezes "down" - not "out").
- ★ Wrings mops just as dry as damp as you wish.
- ★ Keeps janitors happy.
- ★ Saves mops (nothing to catch mop strings).
- ★ Long-life heavy-duty construction.
- ★ Light weight, easy to roll along.
- ★ Ball-bearing rubber casters.
- ★ More water capacity.
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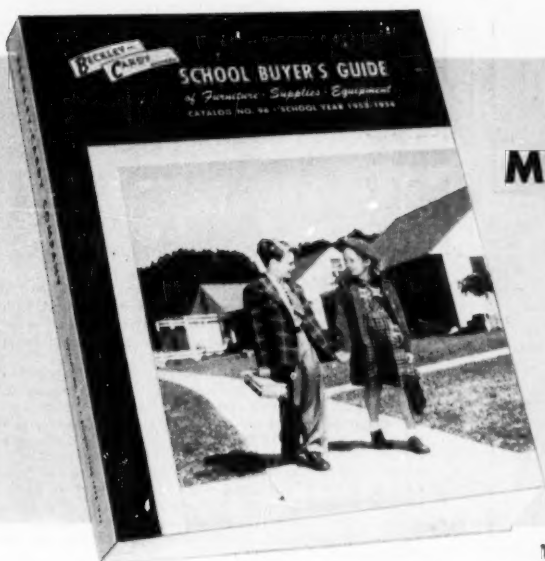
Single and
twin tank units for
8 to 16, 16 to 24, and
24 to 36 oz. mops.

GEERPRES—the
wringers with the
amazing service
record—are now
produced in our
new and larger
plant.

GEERPRES WRINGER, INC.

Manufacturers of High Grade Mopping Equipment

P. O. Box 658 Muskegon, Michigan



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New 1953-54 BECKLEY-CARDY SCHOOL BUYER'S GUIDE

The most complete Listing of School Equipment and Supplies, and Teaching Aids yet issued.

If You Haven't Received Your Copy — Drop us a card.

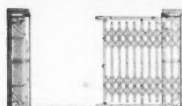
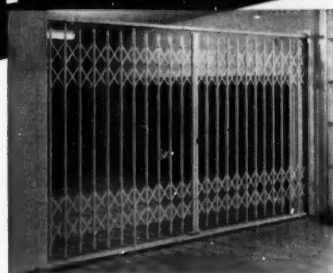
BECKLEY-CARDY COMPANY

1632 Indiana Ave., Chicago 16, Ill.

SE-290

Day and Night, More Schools Rely On

Acorn folding gates



(Illustrated above) Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

Impersonal, architecturally correct, ACORN "in-a-wall" Folding Gates keep evening crowds neatly channeled into auditorium or gymnasium, away from unused classrooms. The evening over — gates fold into small flush cabinets. No fuss, no bother! Complete, dignified security! An ACORN gate for any requirement. See Sweet's Architectural File, or write for new catalog TODAY.

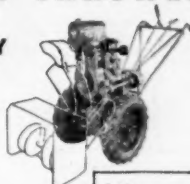
Acorn Wire and Iron Works

5912 South Lowe Avenue, Chicago 21, Illinois

SE-291

MAXIM SNOW THROWERS

NOW A GOOD BUY
FOR DECEMBER
OR JULY



3-Gang 72" Mower



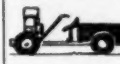
37" Rotary Mower



700 lb. Lawn Roller



42" Grader or Snow Blade



1/2 Ton Dump Trailer

Now you can use a Maxim Snow Thrower all year long. The snow thrower unit is readily removable, leaving a sturdy 7.5 h.p. tractor on which you can quickly attach the equipment shown here. Tractor is equipped with a heavy duty transmission having 3 forward speeds and one reverse. Use this one piece of equipment for snow removal, mowing, rolling, grading, or hauling.

WRITE
FOR DETAILS

ON THIS MULTIPLE USE EQUIPMENT!

THE MAXIM SILENCER COMPANY

86 Homestead Avenue, Hartford 1, Connecticut

Name _____

Address _____

ENTER

**YOU
CAN'T
AVOID**



DIRTY FLOORS

Sure as you have floors, you can expect to clean DIRTY FLOORS—every day, every week—year after year! You just can't avoid DIRTY FLOORS!

**BUT YOU CAN
CLEAN ANY FLOOR
EASIER**

**FASTER
AT LESS COST**

...WITH

WHITE

Floor Cleaning Equipment

Here's a round bucket outfit that can't be beat for efficiency and economy! Foot operated wringer for greater pressure and easy mop handling.

See the complete White line at your dealer's... Write for Catalog No. 153.



WHITE MOP WRINGER CO.
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CANADIAN FACTORY
Paris, Ont., Canada



**WHITE
MOPZUM
SAYS:**

**It's RIGHT
... if it's**

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A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT



**EASY
DOES
IT...**



a leading art instructor reports...

"I have been using your Type 'F' Convertible Airbrush with students for quite some time and find it excellent for beginners." This Airbrush is small and is easy to control. It has a minimum number of parts and does excellent work.

A student can quickly learn how to adjust the *PAASCHE Type 'F' Airbrush* from a line to a broad spray or a stipple effect. Color control is extremely easy for the student to master.

The Color Adjusting Parts and Aircaps are available in two sizes, converting this Airbrush to a wider color range than possible with other Airbrushes.

The *PAASCHE Type 'F' Airbrush* is rugged, has few mechanical parts, is low in cost, and produces a wide variety of effects; ideal for students to obtain best results.

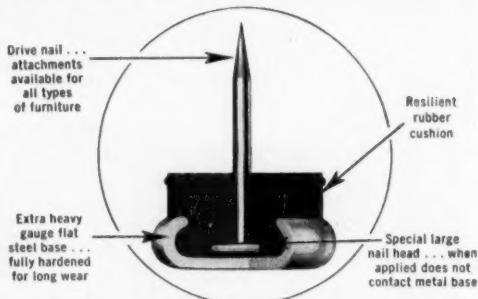
Write **TODAY** for the beautiful 24-page *PAASCHE Artists Airpainting Equipment Catalog* as a guide in selecting the proper equipment for your school.

Paasche Airbrush Co.

1933 W. Diversey Parkway

Chicago, Illinois

**BASSICK GLIDES for school furniture
STOP NOISY SCRAPING OF FLOORS**



Chairs, desks—practically any piece of school furniture—can be moved quietly without scuffing or scraping floors on these Bassick Glides. A complete range of sizes and types fit all wood and metal furniture. **THE BASSICK COMPANY**, Bridgeport 2, Conn. *In Canada: Belleville, Ont.*



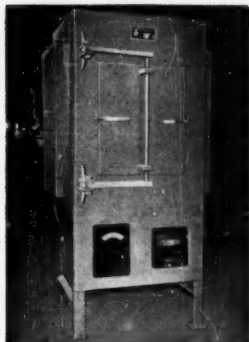
Bassick
A DIVISION OF

**STEWART
SW
WARNER**

MAKING MORE KINDS OF CASTERS...MAKING CASTERS DO MORE

SCHOOL UNITS

This is not flimsy hobby equipment. It is full-fledged school equipment built to the same heavy-duty quality standards of kilns used by industry.



PERENY EQUIPMENT CO.

Dept. J, 893 Chambers Rd., Columbus 12, Ohio

for those
who want
permanent
equipment

Write for
Folder



This typical Pereco Kiln is a Model MC-7800-SP. It connects directly across-the-line for intermittent service in school shops. Safe and simple to operate, it provides clean electric heat up to 2200° to 2300° F., with accurate control of firing cycles. It is supplied with the most efficient, practical types of manual controls, including a 100-step power-input controller and magnetic contactor. Working chamber is 24" long, 18" wide, and 18" high. Many other models and sizes of Pereco Kilns also available. Write for complete details.



PERECO
Electric Furnaces

SE-296

BARRICKS *America's Finest* FOLDING TABLES

Barricks are the only folding tables that have the outstanding *Barricks Automatic Leg Lock* which is unconditionally guaranteed for 5 years! Legs lock into position automatically . . . close at a finger touch!

Barricks Steel Channel Girder assures built-to-last tables that withstand the hardest service. That's why shrewd buyers for schools, hotels, churches and institutions specify Barricks tables.

Available in rounds and rectangular in a style and size to meet every budget.

THE ONLY TABLES
with the
BARRICKS
AUTOMATIC LEG LOCK
and
CHANNEL-GIRDER
CONSTRUCTION



SEE YOUR DEALER
OR WRITE TODAY
FOR OUR NEW
1953 CATALOG

BARRICKS MFG. CO. 2253 S. HALSTED ST., CHICAGO 8, ILL.

August, 1953

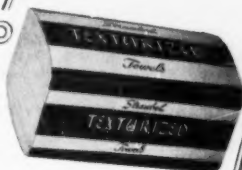
SE-295

SE-297

you can't buy better **INSURANCE**



Straubel
ROLL TISSUE
and TOWELS



For student health and sanitation in washrooms

Your facilities are beyond criticism with these Straubel products — by sanitation standards and economy, both! Highly absorbent, strong-fibred, yet extra-soft tissues do not easily puncture . . . And, Straubel's exclusive "Convenience-Cut" roll dispenses but *two sheets at one time* — stopping waste and tissue littered floors. You'll save and satisfy with Straubel's hand towels, too, because *fewer* are needed for a perfect drying job. They come in 100% kraft, semi-kraft or manilla — white, natural or brown — priced to meet every school budget.

FIT ALL STANDARD FIXTURES . . . Don't be misled — no special cabinets are required for Straubel products. They are made in standard sizes and folds to fit all nationally known fixtures.



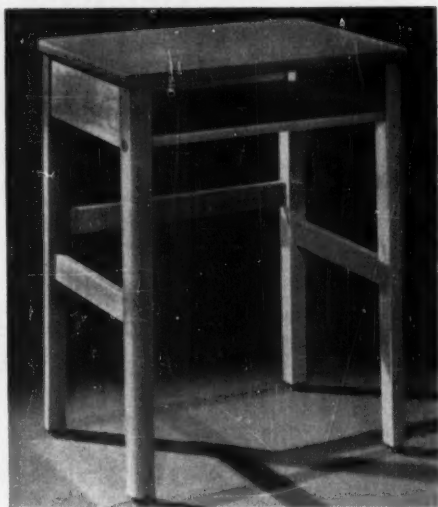
THREE LEAF Interfolded tissues are your wise choice for cabinet or recessed fixtures.

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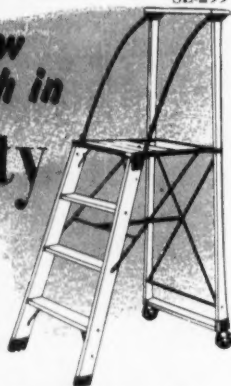
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SE-299



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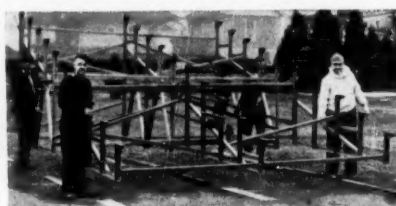
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SE-300

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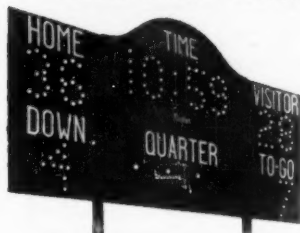
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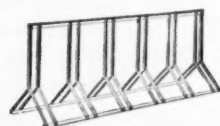
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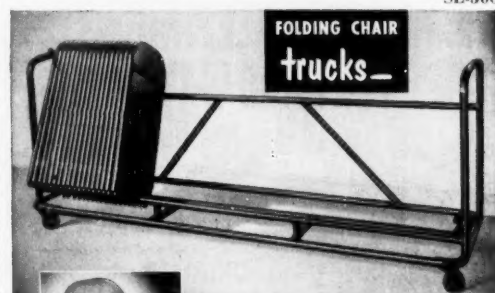


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SE-306



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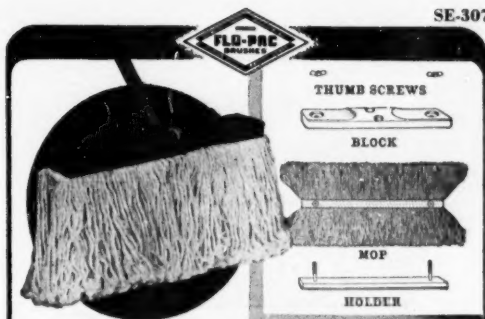
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SE-307



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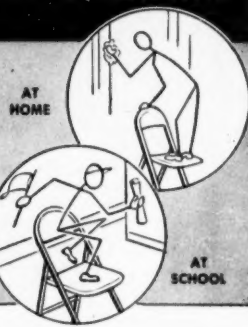
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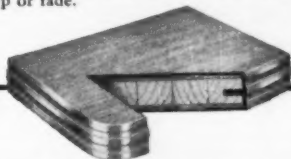


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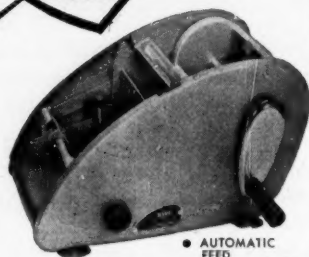
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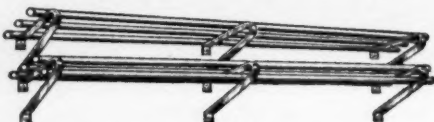
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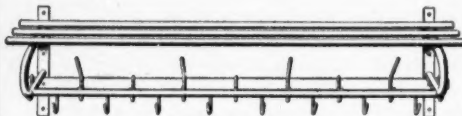
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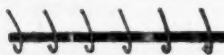
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SCHOOL EQUIPMENT NEWS PRODUCT INDEX

PRODUCTS		SE	Page	SE	Page	SE	Page		
401	THE BRUNSWICK-BALKE-COLLENDER CO. Folding Stage	306	107	SEATING, INC. Rolling Folding Table	122	260	AMERICAN FLOOR SURFACING MACHINE CO. Floor Machines	121	
402	WRIGHT MFG. CO. Building Materials	307	107	SOUTH BEND LATHE WORKS Turret Lathes	122	212	AMERICAN-CLEAN TILE CO. Tile	19	
403	METROPOLITAN WIRE GOODS CORP. Tray-Washing Rack	308	107	REMINGTON RAND INC. Mechanized Visible Filing	122	208	AMERICAN SEATING CO. School Seating	39	
404	W. R. AMES CO. Book Drawers	309	107	AUDIO-VISUAL AIDS		303	AMERICAN STANDARD MFG. CO. Sweep & Wet Maps	133	
405	THE BALDWIN PIANO CO. Electronic Organ	310	108	CORNELL FILM CO. Pocahontas	124	278	BAKER-ROOS Scaffolds	89	
406	NATIONAL DRYER CORP. Hair Dryer	311	108	HARPER & BROTHERS PUBLISHERS Audio-Visual Materials	124	296	BARRICKS MFG. CO. Folding Tables	131	
407	K & K STRIPER CO. Paint Stripper	312	108	NATIONAL CARBON CO. Karbate Equipment Films	124	294	BASSICK COMPANY Glides	130	
408	MICROCHEMICAL SPECIALTIES CO. Ultramicro Analysis Unit	313	110	IDEAL PICTURES CORP. Brochure on Sound Films	124	289	BECKLEY-CARDY CO. School Buyer's Guide	129	
409	ADJUSTABLE CABINETS, INC. Craft Bench	314	110	ENCYCLOPAEDIA BRITANNICA FILMS, INC. American Folk Songs and Negro Spirituals	124	232	BELL & HOWELL CO. Recording Projectors	95	
410	HILD FLOOR MACHINE CO. Floor Machine	315	110	BRITISH INFORMATION SERVICES Jamaica	124	216	BENJAMIN ELECTRIC MFG. CO. School Lighting	8	
411	ROL-FOL TABLE, INC. Tables, Benches	316	112	ASSOCIATION FILMS Highways and Byways	124	268	BERLIN CHAPMAN CO. Ex-A-Way Bleachers	90	
412	VOGEL-PETERSON Wardrobe Racks	317	112	ENCYCLOPAEDIA BRITANNICA FILMS Deer Live With Danger	124	273	BEST UNIVERSAL LOCK CO. Locks	123	
413	NATIONAL SUPER SERVICE CO. Commercial Cleaner	318	112	SINGER SEWING MACHINE CO. Sewing for Beginners	124	304	BINNEY & SMITH CO. Art Supplies	134	
414	THE F. W. WAKEFIELD BRASS CO. Lighting Units	319	114	INDEX TO ADVERTISERS		231	BLODGETT CO., THE G. S. Blodgett Ovens	100	
415	THE STRONG ELECTRIC CORP. Arc Slide Projector	320	114	ACORN WIRE & IRON WORKS Folding Gates	129	275	BOBRICK MFG. CO. Soap Dispensers	92	
416	FAIRBANKS CO. Hand Truck	321	114	ADAMS & WESTLAKE CO., THE Aluminum Windows	6	233	BOONTON MOLDING CO. Welmec Dinnerware	112	
417	SEATING, INC. Rolling, Folding Table	322	116	ALUMINUM COOKING UTENSIL CO. Wear-Ever Aluminum Products	36, 37	209	BREUER ELECTRIC MFG. CO. Tornado Floor Machines	38	
418	MAGIC CHEF, INC. Baking, Roasting Oven	323	116	205	AMERICAN CITY BUREAU Fund Raising Campaigns	12	287	BREWSTER TITCHENER CORP. Table Truck	128
419	LYON METAL PRODUCTS, INC. Storage Bin	324	116			274	BRILLO MFG. CO. Floor Pads	125	
420	TRIAD DIV., COMPCO CORP. Stereo Slide Projector	325	118						
421	PRESTO RECORDING CORP. Tape Recorder	326	118						
422	KEWANEE INDUSTRIAL WASHER CORP. Dishwasher	327	118						
423	LAWRENCE METAL PRODUCTS Cafeteria Railings	328	119						
424	REK-O-KUT CO. Sound System	329	120						
425	THE BOURNE MFG. CO. Warp-Proof Door	330	120						
426	THE CHARLES BRUNING CO., INC. Copying Machine	331	120						
MANUFACTURERS' CATALOGS									
501	CENTURY BRASS WORKS, INC. Drinking Fountains	332	122						
502	REMINGTON RAND INC. Ledger Equipment	333	122						
503	OWENS-CORNING FIBERGLAS CORPORATION Fiberglass Products	334	122						
504	BURR CHEMICAL CO. Bird Repellent Compound	335	122						
505	INTERNATIONAL BUSINESS MACHINES CORP. Accounting Machines	336	122						

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SE	Page
204 BRUNSWICK-BALKE-COLLENDER CO., THE	97
301 BURN CHEMICAL CO.	133
211 CHURCHILL MFG. CO.	42
277 CLARKE SANDING MACHINE CO.	35
238 CRAM CO., THE GEO. F.	117
299 DAYTON SAFETY LADDER CO.	132
243 DELUXE METAL FURNITURE CO.	120
308 DUDLEY LOCK CORP.	135
253 DUKE MFG. CO.	102
227 DURACOTE CORP.	18
221 EAGLE SIGNAL CORP.	16
300 EARLVILLE BLEACHER CO., THE	132
218 EDUCATORS FURNITURE & SUPPLY CO.	14
310 EMPIRE YARNISH CO., WATERLOO DIV.	136
315 FARLEY & LOETSCHER MFG. CO.	137
263 FIBERESIN PLASTICS CO.	123
309 FILMS, INC.	135
307 FLOUR CITY BRUSH CO.	135
267 GARLAND CO., THE	90
288 GEERPRESS WRINGER, INC.	128
256 GENERAL ELECTRIC CO., PHOTOLAMPS DEPT.	113
223 GENERAL ELECTRIC CO., TEXTOLITE DEPT.	44
207 GENERAL MOTORS CORP., CHEVROLET MOTOR DIV.	34
239 GOUGLER KEYLESS LOCK CO., C. I.	117
276 GRIGGS EQUIPMENT CO.	92
317 HART MFG. CO.	138
254 HARVARD TABLE TENNIS CO.	104

SE	Page
224 HEINZ CO., H. J.	15
246 HORN DIV., THE BRUNSWICK-BALKE-COLLENDER CO.	109
264 INTERNATIONAL MOLDED PLASTICS, INC.	94
312 IONIA MFG. CO.	136
210 JOANNA WESTERN MILLS CO.	41
226 JOHNS-MANVILLE	46
266 JOHNSON & SON, INC., S. C.	40
235 KEWAUNEE MFG. CO.	114
270 KEYES FIBRE SALES CO.	96
306 KRUEGER METAL PRODUCTS CO.	134
201 LOXIT SYSTEMS, INC.	2
285 MANLEY, INC.	43
262 MASTER LOCK CO.	123
269 MASTIC TILE CORP. OF AMERICA	31
291 MAXIM SILENCER CO., THE	129
220 MEDART PRODUCTS, INC., FRED	10
237 MICHAELS ART BRONZE CO., INC.	116
231 MISSISSIPPI GLASS CO.	91
316 MITCHELL MFG. CO.	138
279 MONTGOMERY MFG. CO.	127
302 MULTI-CLEAN PRODUCTS, INC.	139
302 HADEN & SONS	133
259 NATIONAL CORNICE WORKS	121
286 NATIONAL LOCK CO.	128
298 NATIONAL SCHOOL FURNITURE CO.	132
225 NELSON DIVISION, HERMAN	32, 33
203 NESBITT, INC., JOHN J.	140

SE	Page
272 NESTLE CO., INC., THE	125
280 NEUBAUER MFG. CO.	127
240 NEWCOMB AUDIO PRODUCTS CO.	117
206 NORCOR MFG. CO.	17
318 NORTHERN SALES CO.	138
261 OX FIBRE BRUSH CO., INC.	123
293 PAASCHE AIRBRUSH CO.	130
295 PERENY EQUIPMENT CO.	131
249 PITTSBURGH CORNING CORP.	28, 29
283 PITTSBURGH STAGE, INC.	126
213 POWERS REGULATOR CO., THE	20, 21
235 RADIO CORPORATION OF AMERICA, ENGINEERING PRODUCTS DEPT.	105
282 RAULAND-BORG CO.	126
245 RECREATION EQUIPMENT CORP.	122
248 REMINGTON RAND, INC., PRODUCTS DIV.	27
247 ROWLES CO., E. W. A.	124
250 SCHOOL EXECUTIVE, THE	30
271 SEXAUER MFG. CO., J. A.	96
252 SKYLITE LIGHTING, INC.	111
313 SNYDER TANK CORP.	137
217 SOLAR-STURGES MFG. DIV., PRESSED STEEL CAR CO.	13
229 SPENCER TURBINE CO.	108
305 STEWART IRON WORKS CO., INC., THE	134
297 STRAUBEL PAPER CO.	131
257 STRONG ELECTRIC CORP., THE	115
219 SUPERIOR ELECTRIC CO.	14
265 TOLERTON CO., THE	94
314 TROJAN PLAYGROUND EQUIPMENT CO.	137
284 TU-WAY PRODUCTS CO.	126
214 U. S. PLYWOOD CORP.	22
241 UNIVERSAL INDUSTRIES	118
242 UP-RIGHT SCAFFOLDS	101
281 VACUUM CAN CO.	127
311 VALLEN, INC.	136
258 VICTOR ANIMATOGRAPH CORP.	106
222 WAKEFIELD BRASS CO.	45
204 WARREN WEBSTER & COMPANY	4
236 WEST DISINFECTING CO.	99
292 WHITE MOP WRINGER CO.	130
230 WYANDOTTE CHEMICALS CORP.	93

THE SCHOOL EXECUTIVE SCHOOL EQUIPMENT NEWS, 470 Fourth Ave., New York 16, N. Y.

August, 1953

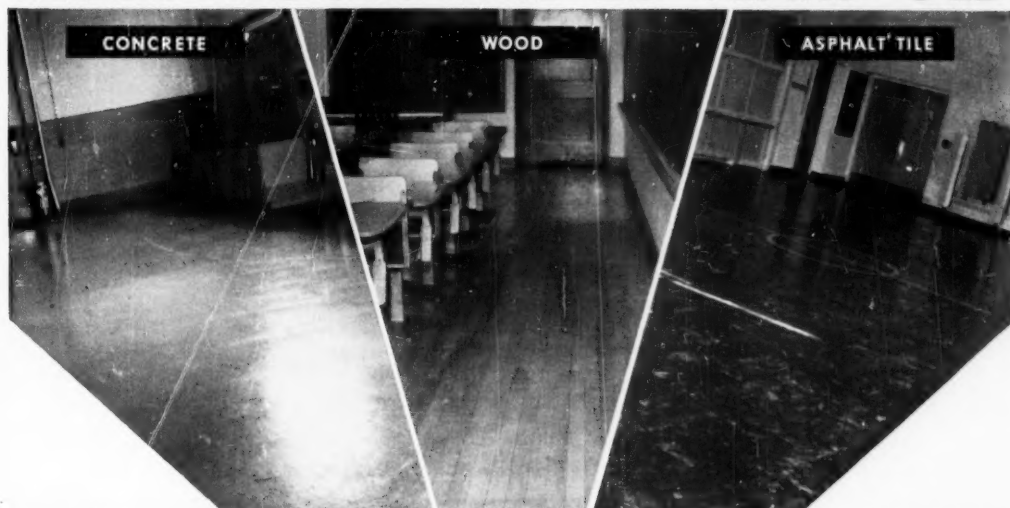
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222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242
243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263
264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284
285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305
306	307	308	309	310	311	312	313	314	315	316	317	318	401	402	403	404	405	406	407	408
409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	501	502	503
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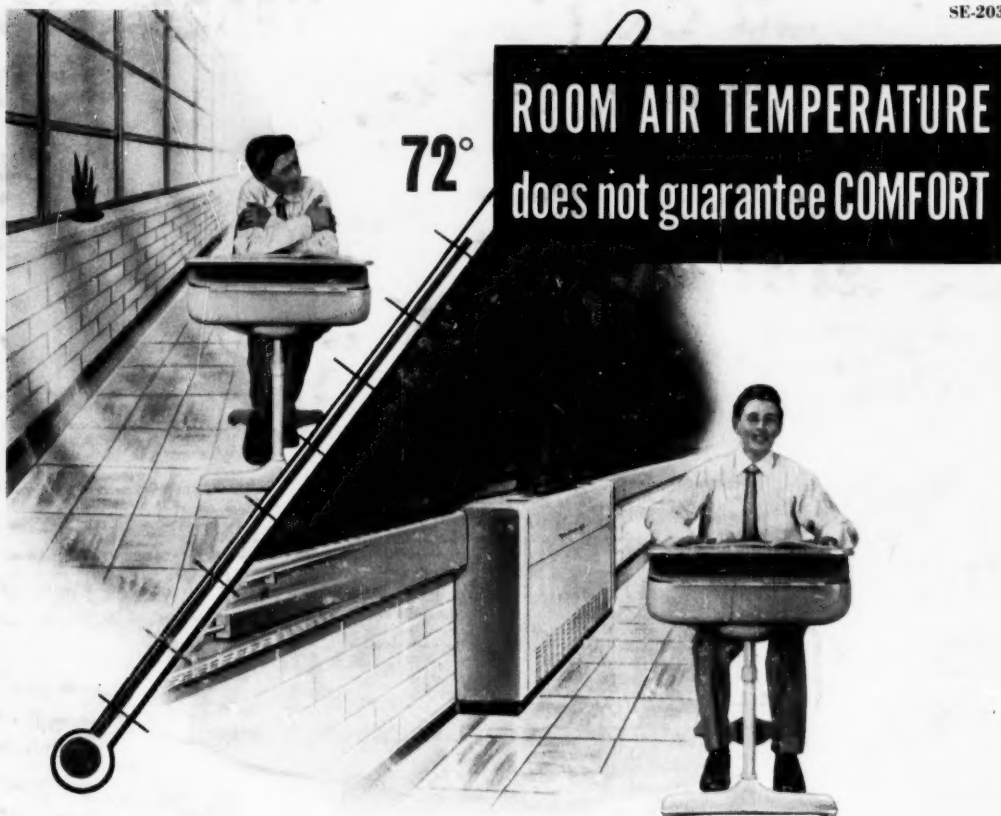
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